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EDITORIALS

Idle Hands

Was it H. G. Wells who said, "It has always been a race between education and catastrophe?" I believe it was, and, of course, he was right. Unfortunately, education always lags because educators are very conservative, believing that there is something very important about the content of education in days gone by which produced the specially selected men who were graduates of our colleges. True to nature's leading, education has been for the individual and concerned with the individual rather than for the community and concerned with the community. It is, therefore, not surprising that in former days leisure has not been provided for by education, but the condition of leisure into which we have been thrust has only lately been recognized.

The problem of leisure is the most pressing from the standpoint of economics, sociology, education, morals, and religion of any of our modern problems. If it is to be solved, education must do it. The widespread unemployment which we are experiencing at the present time is only one phase of the problem. That might be solved and still the greater part of the problem would remain. Up to the present time the arts course at college has undoubtedly been the best preparation for leisure, although it was not intended particularly for that purpose. As it has been, however, for the development of the individual and his culture, it fits into the time when a person has to draw on the

resources within himself to occupy most profitably and enjoyably his spare time.

Unfortunately, the great mass of the people do not go to college, nor shall we ever reach the condition when they will. If they could go, it would not be advisable. So, the training which the arts course in college gives for this particular purpose is denied to those who need it most. Our training must be so comprehensive and widespread that a person who covers even the meager requirements of the grammar-school course will have some provision made for training for hours of leisure. The less education a person has the more necessary is the training for proper use of leisure. Persons with college or university training should require no specific instruction along this line.

The content of a course in training for leisure is very difficult to outline and I suppose most specialists would disagree concerning it. One may make some broad generalizations. In the first place, there should be some provision for physical exercise in those carry-over games and sports which are becoming an increasing part of the intramural athletics of our colleges today. This seems to be more necessary as the demand for physical labor is cared for more and more by machinery. There should be some attempt to instruct all persons in community activities: community singing, community dramatics, community athletics, community debates, community welfare. Hobbies of different kinds lend interest to useful ways of

using leisure hours. Especially is this true when one realizes that he may become a specialist in almost any subject without general higher education. Astronomy, geology, botany, zoölogy, and similar subjects lend themselves especially well to persons who are looking for hobbies, together with the numerous varieties of collecting which are popular in this country.

But above all things, people of all ages should be taught to read. It is most important that even in the grammar grades power in reading should be emphasized more than accuracy of detail. While our statistics will show that only a small percentage of the people are illiterate, I suppose there would be no way in which you could punish fifty per cent of our population as well as by forcing them to read a column in a newspaper or an article in a magazine, to say nothing of a whole book. That is the reason the tabloids are so popular. People cannot read, but even the most illiterate can look at pictures. If a person has power in reading, all branches of education are open to him. Without that, he is seriously circumscribed. While it is not well to take life too seriously, if people realize that leisure is to be used instead of to be wasted, even if it is to be used in a form of recreation, there is hope of solving our problem. It is the idle hands which are bearers of mischief.—GEORGE B. CUTTEN.

An Antidote to Crime

Society has established the public school as the principal institutional agent to pass on to the young the heritage of the race. Somewhere in passing this "baton" from the people to the board of education, from board of education to superintendent, superintendent to teachers, and teachers back to public, some one or some one group must be responsible in determining what part of this heritage is worthy of transmission. Good is a relative term. Next to the evil the good

is the worst enemy of the best. Maybe the greatest danger in the selection of things to share with youth is choosing the good. What then will be done with the best? We know, of course, that the school was organized primarily to teach the tools of learning—the symbols to be used in communication. It made no attempt, outside of few professional schools, to supply experience that would give meaning to these symbols. The meaning of symbols was acquired through living. It was probably with this in mind that the Greek philosopher sent a note to the teacher asking that the children be given a holiday that they might get some education.

Theoretically, we all agree today that the school must become the radiating center of experience. It must still teach symbols, but it must more and more organize activities to give children the meaning of symbols. Possibly schooling should be thought of in terms of lecture and laboratory. Those meager hours between nine and three on some one hundred eighty days a year must be used not only to supply symbols, but to become the organizing center for these laboratory periods. To a certain extent these laboratory periods cover all of the out-of-school waking hours. Supervising these periods is as much a teaching procedure as conducting a class in mathematics. In these laboratory hours there must be more freedom—choice. Where there is choice, real wants emerge. Leadership of children must here be won. It cannot be conferred by teacher tenure or enforced by compulsory-education laws. Leadership assumes at least one voluntary follower. Voluntary followership hence becomes the great test of education and the great test of the schools.

Any leadership that may contribute to the fullness of life through leisure must involve three situations.

1. Challenge. The school must be society's principal agent, pointing out to children challenges. These challenges must be in every

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field: exact science, social science, music, manual arts, and physical education. Every element in the child's environment may be termed a challenge.

2. The child must be brought within reach of success. The school's second task becomes the teaching of skills. The child will not rise to meet all challenges; life is too short for that. He will answer those in which he is most skillful. After the child accepts the challenge, the school should turn him loose to achieve his own success.

3. The school can also set up situations to bring sufficient social approval to the child to keep him interested. This social approval must not be too great. Too much emphasis cannot be placed upon grades, promotions, degrees, or rewards. Rewards are always dangerous, whether they are consciously set up by society, established by the group, whereby each one risks, a situation that we call gambling, or seized from society, a situation that we call crime. If the challenge is not kept in the activity the educational proc-

ess will be short circuited and the individual will strive directly for the reward.

A social inventory of the day would probably indicate that the school has failed. Millions of wandering boys who have been through school have no interests. Other millions are contentedly dying as spectators before the products of commercial recreation. Others are bored to death. Even a superficial catalogue of people's hobbies will indicate that most of them were acquired outside the school.

Society has staffed a great institution, turned over its children during the most impressionable years of life, erected immense plants, and generously supplied budgets in terms of billions. It should demand some results in terms of driving interests. A driving, socially approved interest is the only antidote to crime. It is the best possible guarantee that the individual will make some contribution to society. Such a program would imply not only a golden youth but an old age that is not dross.—J. B. N.

EDUCATION FOR LEISURE

JAY B. NASH

EDITOR'S NOTE: *The editors of THE CLEARING HOUSE are pleased to be able to present this number under the chairmanship of Jay B. Nash. Now that we have leisure what are we to do with it?*
F.E.L.

THE MACHINE liberates. True. But for what? This is the question that thoughtful people are asking today as America, as well as the whole world, is beginning to realize its age-old want—leisure. It raises again the old question. Is real happiness in achievement or in anticipation?¹

The world has longed for leisure. Too long has it been under the curse of "by the sweat of thy brow shalt thou earn thy bread," and up to the present stage of civilization this has, to a large extent, been true. The very process of making one's living and the rest which was needed for recuperation has occupied the bulk of man's time. Certainly in America there has been no leisure-time philosophy for the simple reason that there has been no leisure. Our forefathers found the conquering of the wilderness a difficult task. There have been only two generations since the ox team was kept at the gate ready to roll in the fire logs of the finest hard wood, merely to get rid of them so that crops might be planted. One has but to leave the traveled path and care for himself under primitive conditions to realize the amount of time that this takes. A day spent in a mountain cabin during the winter season is largely occupied in chopping wood, building fires, drawing water, and caring for one's survival needs.

Civilizations, in other days, have paid dearly for the privilege of leisure. The great philosophers of Greece even went to the limit of justifying slavery because of the fact that it gave leisure to the citizens. But Greece had a philosophy for leisure; America has despised it. America has confused leisure with idleness—even with debauchery. The

reason for this has been quite simple. America's philosophy of success has been centered around quantitative things. One must make money—get on in the world. To get on in the world means to be continuously at one's vocation. Even leisure must be worthy.

In the great cycle in which history moves we have again come around in America to the days of Greece. We have acquired leisure through slaves. We have this advantage: our slaves are not human; that is, most of them are not. Our slaves—the machines—have liberated just as the Grecian slaves liberated. The Greeks attempted to keep a proportion of about twelve slaves to each citizen. It is estimated in America that we have from fifteen to twenty slaves per individual. These slaves jump at our beck and call. They light our buildings, start our cars, run our machines, shine our shoes, curl our hair, wash our clothes, and even shave our faces without lather. There will be more of them. The genius, Edison, recorded over eleven hundred patents. The next one hundred years will produce many Edisons. It was the philosophy of the late Charles P. Steinmetz that electricity, by doing most of the world's work, would release everybody to boundless leisure. He liked this prospect for he imagined that then each person would have time to follow his natural bent and would devote it to the highest point of study and self-expression.

This machine age has, of course, already supplied an unexampled wealth of leisure, and what happens? The average man who has time on his hands turns out to be a spectator, a watcher of somebody else, merely because that is the easiest thing. He becomes a victim of spectatoritis—a blanket description to cover all kinds of passive

¹ Jay B. Nash, *Spectatoritis* (New York: Sears Publishing Company), 1932.

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amusement, an entering into the handiest activity merely to escape boredom. Instead of expressing, he is willing to sit back and have his leisure-time pursuits slapped on to him like mustard plasters—external, temporary, and, in the end, "dust in the mouth."

Leisure and freedom are synonymous and the expression is new to man. Freedom developed with the cerebral cortex in which man achieved choice. Mother Nature did not trust, and does not now trust, the lower organisms with choice. She gives them little freedom and keeps them active by a hostile environment. Man is the great experiment. Will he choose wisely?

Until very recently man's twenty-four-hour day could be roughly divided into two parts—work and recreation. By work man sustained himself. Sometimes man enjoyed his work. Sometimes he hated it and it became drudgery. In either case, the work was grilling, as man had to bear the heat of the day. The hours were long—fatigue and nightfall overcame him.

Recreation helps to restore the body to its normal condition. This restoration means that body waste must be eliminated and the cells given an opportunity to refuel and attain a condition of normality. When the waking day was long and work was difficult, much time was needed for this re-creation. However, times have changed.

Now, man's time must be considered in terms of three parts: his work, vocation; his recreation, recuperation; and his time for creative arts, avocation or time to express his voluntary wants. As work becomes more mechanical, it becomes less enjoyable; but the hours are reduced and the actual drain upon the body is lessened. Not many years ago a group of workmen in Boston struck for a twelve-hour day—today the eight-hour day is an actuality, the six-hour day is being talked of, and many are dreaming of a four-hour day.

With the reduction of working hours, less

time will be needed for re-creation, used purely in the sense of recuperation and restoration. This throws a large amount of time into the third part, which is new and for which we have no symbol in the English language, save that it might be called avocation, a time for creation, or a time for pure choice, or, as Jacks would probably call it, a "time for creative arts." The question that faces civilization is: What will man do with this machine-formed time? He has no option on time in the first two periods. Most men will have to work. All men will have to recuperate.

Man has dreamed and dreamed of Elysian fields where he would have freedom—time to create. Some have hoped for it during the heat of the day; others, upon retirement. Still others have pictured it in the white man's heaven or the Indian's happy hunting ground. Some never expected to find it in this life but the mechanical age has handed it to us upon a silver platter. Now we are wondering if we dare accept it.

There are glaring indications on all sides that, given leisure, man will turn into a listener, a watcher. He will attempt to utilize this new leisure, which should be devoted to creative arts, in body recuperation. He will rationalize that he needs rest—a let down far beyond his actual requirement. Too much restoration or recreation, as we have used it, dulls the mind. Man can sleep too much. Granted freedom, many men go to sleep—"physically and mentally," organically and cortically. Not having the drive for creative arts they turn to predigested pastimes, prepared in little packages at a dollar per. This has literally thrown us into the gladiatorial stage of Rome in which the number of participants becomes fewer and the size of the grandstands larger. Spectatoritis has become almost synonymous with Americanism and the end is not yet. The stages will get small and the rows of seats will mount higher. Magnifiers and lights carry the mes-

sages to the far corners and one can perform for ten thousand as well as ten. Twenty-five million people go to the movies daily at a time of the worst depression known to man.

The cry is to "buy ready-made things," standardized and conceived by somebody else. Mechanisms which youth cannot make, he cannot even mend. On they go with a definite confidence that everything can be bought. Buy everything! Buy pleasures! Buy machines! Buy education! Buy health! Buy happiness! Buy! Over our great arenas should be carved: "They think they can buy it!" Viscount Grey characterized this group, "A pleasure-seeking, but not a pleasure-finding people." This situation is illustrated at a recent meeting in which a friend of mine, pointing to a table at a banquet, said, "At that small table is a group of men, most of them not over thirty-five, and they represent capital worth three hundred million dollars—and all drunk!" The freedom which had been won over a million years had been sold for "a mess of pottage." Over the laws of nature presides a strict judge. The sons of the rich, friends of politicians, relatives of officials, and the favorites of magistrates get no concessions. The laws of retrogradation are as relentless as the laws of evolution. "Use or relinquish" is the law of nature. The fish in Mammoth Cave had no use for eyes for many years, and in their place today are mere light spots. Freedom is no exception—use or relinquish. To him that hath shall be given, but just as surely from him that hath not shall be taken away even that which he hath. "Was nature too ambitious in giving man freedom" must be answered by another question "Will he use it wisely?"

Can we develop a people eager for a day, a month, or a year off, to follow some favorite hobby? Will we be so eager that we will grasp the twenty-minute wait for the train, the time in the subway, Saturday afternoon, an evening, or the week-end? What would

you do with an hour off? This should be an answer as to whether or not you can be trusted with leisure. Better yet, what would you do with a month? Would you turn, as did Louis XVI, to the making of locks, or as a Hall, to work in your basement laboratory in quest of aluminum, or as a Thorndike, to work in your attic with animals, or as a McKenzie, to sculpturing, or as Zuppke, to sketching, or as Finley, to walking? Would you turn to nature to find a new type of slime mold, a new fern, a scarlet tanager, or an hepatica? Would you turn to the romance of the microscope or to the world revealed by the telescope? Would you turn to reading the story of life that has been worked out in remote parts of the world? Would you turn to your shop to create or to your musical instrument? Or would you drop back to your old reflexes and sleep—sleep in bed, before the radio, before the moving-picture camera, or other places where the requirement is *check your brains with your hat*? Answer that question for yourself and you have stated the problem. Would you, on the other hand, look forward to one day, as did delightful Pippa:

Oh, Day, if I squander a wavelet of thee,
A mite of my twelve hours' treasure,
The least of thy gazes or glances,
(Be they grants thou art bound to or gifts above measure)

One of thy choices or one of thy chances,
(Be they tasks God imposed thee or freaks at thy pleasure)

—My Day, if I squander such labor or leisure,
Then shame fall on Asolo, mischief on me!

Oh, Life, if I squander a wavelet of thee—

I know the chorus will be calamity howler—joy killer—again. Yet in every age there have been those who have stood as Plato, amidst the ruins of a declining Athens, hands above their heads in desperation, crying, "What can I do to save my city?" In this sense we have today Walter Henderson, proclaiming against the "curse of leisure," Hoffman Nickerson, chaffing at the "American

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leisure class," John Finley, writing on the "wisdom of leisure," and President Cutten, warning of the "threat of leisure." We have Jacks with his delightful philosophy of life warning us to acquire skills. We have our Criles and our Mayos urging us to acquire a hobby. Work with your hands is the admission price for this show—civilization. Civilization is, really, a race between the acquiring of normality through interest-driven, integrative hobbies, and collapse through mental degeneration.

YES—IF—

America can be trusted with leisure if—our schools really educate. This means education for leisure as well as for labor. If the individual is to have driving interests for his leisure time, the challenge must be kept in the activity. We dare not short circuit the educational process by encouraging children to enter into the activities for rewards. In this category of rewards must be placed grades, promotions, Regents rating, college entrance and teacher-parent pressure. If the community looks upon these rewards as ends in themselves, the child will direct his attention to the accomplishment of these ends, the achieving of these rewards, and thus miss the joy of accomplishment. This is the situation which we have in many educational institutions today. The grade is the thing, therefore go directly after the grade. Credits mean promotion, degrees mean higher salary ratings, therefore get credits and get degrees. Get them with the least amount of effort and expense. Shop for them from one institution to another; attend as few classes as possible; bulldoze instructors into giving passing grades.

The interests must remain in the activity. If grades, promotions, and credits are to be indispensable they must be thought of in terms of awards, not rewards. They are awards which signify accomplishment, not rewards for having achieved these end re-

sults with the least amount of work. The school must be thought of in terms of life interests. The high school with this modern viewpoint must no longer think in terms of single departments, but in terms of the total effect of all on the child's behavior. As set forth by Goodwin Watson, there should be main trunk lines of adolescent experience—vocational, leisure, home-participation, citizenship, and philosophy departments. There should also be a health department, not the mere making of the child health conscious, which may be very unwholesome, but the building of a sound body in order that the good things of life may be attained. This high-school curriculum should offer a myriad of challenges which have some life significance, some of which may or may not form the basis for a professional career. Above all else, the school buildings which have cost billions of dollars must be made available for activities for the children themselves, and for the general public, throughout the day and far into the night, and every day of the year. The teachers who are responsible for expending three billion, two hundred million dollars for education in 1931 must have a passion for leadership, not just a smug faith in teachers' tenure. Schools must be places of doing, places to broaden the basis of vocation, places above all else to lay the basis for creative arts.

Every one must be encouraged to accept challenges. A new set of terms and technique must be gotten for adult education. Adult education is not the process of repeating some phrases in a foreign language in exactly the same tone in which they are given by the announcer over the radio. Adult education is not mere sitting at home trying to figure out how old Susie is if four years ago Susie was four times as old as Johnny and now she is only twice as old. Adult education is not going to be acquired by reading any five-foot shelf of books. To mean anything, this education must be emotionalized.

It means that the person continues to be a doer. This doing may be following one's vocation or one's hobby. More and more this doing must take the form of serving the group, "public works," volunteer leadership, as Collier calls it, a situation in which, as in the Indian tribes of the southwest, people vie for the opportunity to serve the group, not merely to hold public office and have a little tin box on the table at the door.

Thus we acquire hobbies that may benefit mankind more than our work. Hall discovered aluminum playing at a hobby. Thorndike worked out much of his psychology on animals as a hobby. Anthony van Leeuwenhoek made microscopes as an avocation and, through them, made his contribution to the world of science. William Robert Hook made discoveries of the cell; Gregor Johann Mendel, a priest and a teacher of mathematics, worked out the laws of heredity; and Tony Sarg fashions his marionettes as hobbies. Lawrence Pearsall Jacks made a hobby of architecture, even to the burning of the bricks for his house. Mrs. Jacks learned weaving. Albert Michelson sketched, worked in water colors, played the violin. Copernicus was a great painter.

This is the going on of adult education. Thousands of people in circles of the unknown are finding hobbies which give them great satisfaction in their leisure moments, and which, many times, lead them into the realm of the great. Many associations are promoting creative activities, patterned somewhat after the people's colleges and the folk schools of the Continent. The American Academy of Medicine has an art exhibit of its members. A garden club of Oakland, California, exists purely for the purpose of the sheer joy which comes from exchanging ideas on garden hobbies. There is no constitution, no forced rotarian attendance, no booster talks on the glories of the town or the glamour of the State; side by side sit

presidents of banks and members of the trade union, brothers in fact because of like hobbies.

President Franklin Roosevelt collects stamps, while Mrs. Roosevelt is interested in a furniture factory. The list is endless. College professors turn to wood carving, cooking, or playing musical instruments. Lawyers take up gardening, making scrapbooks, fixing old furniture, or collecting rare first editions. Doctors spend their leisure time sketching, sculpturing, or working in a garden. Business men turn to fashioning wheels, photography, soap carving, or sketching sunsets. A sheep herder carves trees, tents, and horses from vegetables. The woman in the home paints furniture, weaves, or collects pottery. The variety of hobbies is infinite. Men and women who cannot master craftsmanship can have a hobby of serving the group. Thousands of men volunteer their time as Scout leaders; a hundred college men act as volunteer leaders at the Boys' Club, New York City; others run camps, promote playgrounds, plant trees by the highway, or work to preserve rare bits of scenery so that they may be saved for posterity. The hobby is a guaranteed antidote for spectatoritis. The man or woman who says "Let me have just one hour. Here is what I want to do," is in no danger.

Now is the time to extend service in the field of education. Senseless routine should be eliminated; stimulating activities must be encouraged; school buildings must be used extensively every day of the year; teacher-pupil contact on a friendly basis must be encouraged. Now is the time to eliminate some of the impedimenta of our program which are no longer needed in a mechanical age. Now is the time to put into the program activities which give a fullness of life in leisure. If these things are not done, this depression will really turn out to be a failure.

SHOULD THE SCHOOLS EDUCATE FOR LEISURE? DO THEY?

A number of men of various fields of education and business were asked the above questions. Their answers are in the following nine articles.

Socialized Recreation?

JOY ELMER MORGAN

EDITOR'S NOTE: Joy Elmer Morgan, editor of The Journal of the National Education Association, emphasizes that before any fundamental changes are made in the school system, life emphasizes must change from mere money getting to the ideal of happiness and excellence. J.B.N.

THE GREATEST THREAT to American civilization in the next twenty-five years is the threat of increasing leisure in the hands of the commercialists. It would be as wise for us to turn over the schools to medicine men and astrologers as to leave leisure in the hands of the profit makers. This danger of commercialization can be met in some measure through regulation and prohibition. We have pure-food laws to protect men's stomachs from poisons that would destroy their bodies; we shall likewise find ways to protect men's minds and emotions from the poisons spread by those who are always ready to destroy life if money can be made thereby. But the only sure solution must lie in the field of education. A generation ago we began the movement in the schools for vocational education. We have now come to a time when education for avocation is no less important than education for vocation.

It is for this reason that sooner or later recreation will be socialized along with education, so that people will be in a position to manage their play life freed from the degrading pressures of a cheap commercialism. The home is the primary center of cultural growth. Home life can be improved through city planning which will give wholesome and beautiful housing. It can be enriched through the teaching of homemaking, including the significance of the home, the psychology of family relationships, family finance, household management, dietetics, child rearing, and the like.

Our teachings about the home can be immensely fortified by the ideas which come to us through the radio, the motion picture, and the newspaper, or our efforts may be nullified by these agencies when they pour into the minds of the masses during the hours of leisure cheap and tawdry attitudes towards the deeper relationships of human life.

Radio broadcasting goes into millions of homes that have no standards of discrimination; it reaches out-of-the-way places at all hours of the day and night; it exposes the child to programs which originate among the tenderloin elements in our large American cities. We would strike down a man who would go into one of our art galleries and deface a beautiful painting, but the daily degradation of our national leisure is going on over the radio on a colossal scale. This debasing of our cultural coinage may easily destroy all that homes, schools, and churches combined can build up.

The effect of movies on child character has probably been greater than is generally appreciated. Perhaps at this point more than at any other the leisure hours of childhood have been exploited and abused. The President's Research Committee on Social Trends gives as a conservative estimate that there are 100,000,000 admissions to the movies each week in the United States. Many millions of these are children. It is significant that after a long period of coöperation with the movie organizations in attempting to regulate movies for children, the National Congress of Parents and Teachers has virtually given up in despair, turning its attention from the field of commercial pictures into the rapidly developing domain of educational and scientific pictures. In the next twenty-five years a major phase of the motion-picture industry will be the production

of educational films, entertainment dropping back into secondary importance.

If the school is to give training in leisure which is imperative in a mechanized civilization, changes must be made in its atmosphere and organization; the teacher load must be lightened; better library service must be established; educational radio and movies must be developed; playfields must be enlarged; leaders in adult education must be added to the principal's staff; school journeys and field trips must be encouraged; the arts of gardening and home planning must receive more attention. The increase in leisure which has come about in this era, the freedom from the restraints and disciplines of work, may mean dissipation and degradation, or, through the processes of education, it may mean the enrichment of life, the perfection of the creative arts, the building up of the home, and higher levels of civic achievement. It may mean a change of emphasis from mere money getting to the ideal of happiness and excellence as the basic aims of life.

Educate to Produce—or to Consume?

CHARLES FORREST ALLEN

EDITOR'S NOTE: *Charles Forrest Allen, supervisor of secondary education, Little Rock, Arkansas, thinks that too long we have educated to produce, now we must begin to educate to consume. One evidence of the schools' failure to educate for leisure is seen in the two million youths who are today tramping the country.* J.B.N.

THE CONSTITUTION of a nation determines largely the laws, the customs, and the activities in general of the people of that nation; likewise, the philosophy of our educators determines largely the curricula, the methods, and the organization and administration in general of our public-school systems. While it is true that a great change has been made in educational ideals and practices, nevertheless, the educational philosophy upon which these ideals and prac-

tices are based has not kept pace with the changes made in transportation, communication, and modes of living which inventions and discoveries during the last half century have made possible. The recent breakdown in the educational system which has affected schools seriously in shortened terms or otherwise for nearly a third of our school enrollment is a challenging reflection on the educational leadership directing the organization and administration of our public-school systems.

When service in the ministry was the chief end of education, a narrow curriculum for a selected few met contemporary needs, but as progress advanced and colonial civilization expanded there was great need felt for a broader and more universal education. The Boys' High School of Boston became a publicly supported institution, and soon similar privileges were provided for the girls. The idea of public education grew and the curriculum rapidly expanded to include a wide variety of offerings. However, the same general educational philosophies that governed methods and procedures of those days have continued to govern the methods and procedures too long. The academy injected a commercial ideal into the public-school system which has expanded and widened its influence until it has affected the educational ideals to the present time.

Probably no other one cause is so much responsible for the present educational dilemma as is that hope of commercial gain which has dominated the arguments favoring continuing one's education. God and mammon cannot be served at the same time, nor can the hope of financial reward be paramount in organizing and administering an educational system whose chief purpose is training for citizenship. Too long have we chased the phantom of the almighty dollar when we should have been seeking values more lasting—character and right conduct which are basic to loyal, sane, efficient citi-

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zenship. The growth in varied vocational activities offered in the school's program of studies, the increase in the number and types of magnificent vocational and trade schools, and the thousands of graduates from high schools and trade schools who are unable to find employment are monuments to a misdirected scheme of education which has overlooked a training for citizenship that includes preparation for a worthy use of leisure time. Progress in invention and discovery which has almost annihilated space and time has destroyed the need of the long working day of a generation ago. The header, the tractor, and other improved farm implements have shortened the day of farm labor, and other inventions have so affected and reduced hours of labor in the industrial and commercial fields that the forty-four work-hour week of recent years is now being further shortened by the "stagger system" of employment.

It seems evident, therefore, that the educational aim that was centered on preparation for "making a living" is inconsistent with modern educational needs. The eight-hour work, eight-hour rest, and eight-hour recreation is an out-of-date division of the day. What then shall be the preparation to take care of these ever increasing hours of leisure? Nations have not failed because of industry, but their failures have been due either to too much leisure time or to an unwise use of leisure. The three-million-dollar-a-day crime bill of the nation is evidence of the need for guidance in the nation's annual ten-billion-dollar pleasure bill. Surely our people cannot afford to spend three times as much annually for pleasure as they do for education and ignore as a part of their educational scheme preparation for a wise use of ever increasing leisure time.

Too long we have educated to produce; now we must educate to consume. The chief reason that two million youths are tramping the country today is that these boys have not

been properly guided and prepared for the machine age of civilization; and with the other millions more out of employment there is an urgent need for the schools to step out and provide a new type of education for the leisure hours not only of the millions unemployed but also of the other millions who need suggestions and directions that will guide them in a more worthy use of their leisure hours.

Schools have been too slow to sense the needs of their communities as is evidenced by private academies, commercial schools, and finishing schools that flourished till the local public school expanded its program of studies to care for local needs. Furthermore, high-school athletics were first sponsored by high schools as a means of self-protection against a demand for such sports from without the school. In fact, the whole extracurricular system of activities of modern schools represents demands originating more from without the school than from within. Educational leaders are now shaping their educational philosophies to meet the needs of a changing civilization. Interscholastic athletic competition in which only a few participated a decade ago is rapidly giving way to intramural activities in which many participate; formal gymnastics have largely been supplanted by group games; and school systems are sponsoring afterschool playground activities which are carrying over and being expanded into week-end recreation facilities and a variety of summer vacation activities.

Toronto, Canada, finds it economical to provide for its unfortunate free transportation to its playgrounds, and also free milk and nurse care; Quebec owes its newest and best recreational park to an unfortunate automobile accident on one of its streets; and Detroit, Michigan, owes its greatest annual recreation day to one of its newspapers. Hundreds of other American cities are becoming more conscious of their recreational

needs and obligations and are coöperating with local school authorities in providing recreational facilities.

It is most unfortunate that this type of work recently begun and so rapidly being expanded should just now be so handicapped by a lack of funds. Surely if there ever was a time when recreational provisions should be included in the school's program of offerings, such provisions should be included now when so many are out of employment and there is so much more time available for leisure. May a new educational philosophy so stimulate the educational leadership of the land that training for wise use of leisure time will be provided in proportion to the increasing leisure hours available.

The School Must Do the Job

WARREN W. COXE

EDITOR'S NOTE: Dr. Coxe is the director of the Educational Research Division, New York State Education Department. He believes that the school must educate for leisure because no other agency does or can. J.B.N.

SHOULD PUBLIC SCHOOLS train for leisure? In order to avoid possible ambiguities we might consider the word "train" to mean any procedures and activities which influence the way leisure time is spent. If, then, training for leisure means the development of habits of using commercial amusements, such as the "movies," baseball and football games, dance halls, amusement parks, etc., then we must admit that agencies other than the school are functioning well, possibly too well, and the school has no function in this respect. However, if training for leisure means providing opportunities for activities (creative and recreational) through which the individual can express himself in coöperative play and by self-direction, then the school has a very important task to perform.

Modern society gives little opportunity for the development and expression of certain

traits which are the inheritance of the ages and which are highly important in the complete development of every individual. In other words, the school must encourage creativeness, self-direction (initiative), free self-expression—qualities too often thwarted by the conditions under which we are obliged to earn a livelihood today but which have been of paramount importance in the racial struggle for existence. This amounts to a reliving of the history of the race, emphasizing those character traits which have been fundamental to its development. These traits may not have much vocational or social significance but they are basal to a well-rounded, integrated personality. Thus, a place is found for the folk dance, for constructive activities, for exploration of one's environment, for experimentation, etc. Giving book knowledge of these things is not sufficient—we have done this with fair success—what is necessary is actual experience, actual living, actual doing of things which have no present vocational significance but which have been of tremendous racial importance. The school can and must train for leisure.

Has the School Done Anything?

GALEN JONES

EDITOR'S NOTE: Assistant Superintendent Jones, of the Tulsa Public Schools, believes that schoolmen have not definitely declared that schools should educate for leisure, but he visions a reorganization which will achieve this end. J.B.N.

THE CHAIRMAN of the May issue of THE CLEARING HOUSE has asked his contributing authors two penetrating questions. The answer to the first question, "Should Our Schools Train for Leisure?" would seem to be rather apparent. Since the publication of the Bureau of Education Bulletin, 1918, No. 35, entitled "Cardinal Principles of Secondary Education," there has been an increasing vocal assent to the proposition that "Education should equip the indi-

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equal to secure from his leisure the re-creation of body, mind, and spirit, and the enrichment and enlargement of his personality." Teachers and principals would, on the whole, be most outspoken today in asserting that the school should educate for the worthy use of leisure.

This affirmative answer has been conditioned by a growing awareness of the impact which a machine economy is making upon the hours of labor. Lawrence P. Jacks, Stuart Chase, William F. Russell, Joy Elmer Morgan, and Bertrand Russell are representatives of our modern seers who have revealed the inevitableness of the growth of leisure in a machine age. They have visioned the glorious possibilities which are presented to an age in which the people have time to really live. They go further and analyze the hazards of leisure unless society, through its social institutions, particularly the school, sees to it that all have appropriate education for the new leisure.

It is fair, I believe, to state that the great majority of those who teach and administer in secondary schools do now declare with positive conviction that the schools should educate for leisure. It is also evident that more and more schools are attempting to make some provisions looking to a realization of this end. Growing emphasis on the services of clubs, assemblies, music, art, and games are certainly motivated to a goodly extent by the feeling that they are making for a better use of leisure on the part of participants.

Nevertheless, one hesitates to contend that the schools have anywhere really approached a satisfactory solution of this signal responsibility. The extracurricular activities have been developed in many progressive schools to a point where they are really effective media for true education. Yet there are but few and scattered attempts to an analysis of the whole program of studies as it relates to the preparation for the worthy

use of leisure. The regular courses in English, social studies, science, art, music, to mention but a few of the subjects involved in general education, are to be judged to an increasing extent by their contributions to leisure. Are they now serving that end?

When modern novelists, dramatists, and poets express the hope that their works will not become a required study in the schools for the reason that they want them read with pleasure and profit, it gives reason to pause and appraise our procedure. When one discovers that only a small percentage of those who possess interests which enrich their leisure caught these interests from the school program, there is cause to ponder and become critical.

To be sure, the schools desire to educate for leisure. Yet to what extent have we organized our courses of study and the whole life of the school to achieve that end?

A Utah School Plan

CLAUDE C. CORNWALL

EDITOR'S NOTE: *Claude C. Cornwall is a recreation director of wide experience. He points out here what many of us have known for years—that the Mormon church has sponsored a recreation program which could well be followed by other institutions.* J.B.N.

BRIGHAM YOUNG UNIVERSITY at Provo, Utah, is not only successful in training its students for an enriched use of leisure but also has the satisfaction of seeing the results of this training realized in community practice.

To get a picture of the unique position which this university occupies, one must first understand something of the community life of the people. Utah has grown up out of a series of Mormon villages, and the distinctive characteristics of the village life have had a profound influence upon the community attitudes. Created in isolation, away from railroads and trade routes, it was necessary, and in many cases still is, for each

community to provide its own recreation. This called for resourcefulness, and the leader, Brigham Young, was quick to realize the value of these creative urges. In explaining his views one of his favorite phrases was, "And let their beauty be the beauty of the workmanship of your own hands."

In these localities the church building is the center of community life. Each ward chapel is of dual construction, a chapel and a recreation hall. It has been a practice in certain churches to build a recreation hall in the church basement. Not so in Mormon-dom. There the recreation hall is on the ground floor, on the same level as the chapel, because the pleasures and enjoyments of the people are regarded as on a par in importance with the religious exercises. These recreation halls are used for social gatherings, banquets, dances, dramatic plays, musicales, workrooms, libraries, gymnasiums, club meetings, and all sorts of community enterprises. Theaters and dances are opened with prayer and a wholesome atmosphere pervades the whole life activity. An attitude of worship is not regarded as a thing separate from healthy social contacts in games and dances and joyous minglings. Nor are these activity provisions confined to the facilities of the recreation halls. On the church grounds are also baseball diamonds, tennis courts, basketball standards, and children's playgrounds. Most of the rural communities have groves with picnic tables and each of the larger communities (they are called stakes) has a summer camp in the mountains.

This program calls for leadership, and as such service is voluntary, it is not uncommon to find in some wards as many as fifty qualified persons placed in positions of responsibility for community or group leadership in some type of activity. These leaders regard their appointments both as an opportunity and a duty to the community in which they live.

In the very center of this community-minded atmosphere stands the Brigham Young University, the official educational institution of the Church of Jesus Christ of Latter Day Saints. To the "Y," these communities appeal for training of their leaders, for new ideas in recreation, for materials, and for inspiration and guidance. Instead of it being necessary for the university to go out and promote community standards and ideals, the people are clamoring at the doors of the university for guidance and help.

Perhaps a little clearer picture may be obtained by contrast with the policies and attitudes of the universities here in the East. Here, the training of recreation specialists is done on a professional basis, with the objective of preparing those who are seeking professional appointments as community leaders. In Western communities the leaders are all on an amateur basis. They are volunteers. But as so often happens, particularly in the world of sport, the amateur is sometimes more proficient than the professional.

So the Brigham Young University has no problem of incentives in its practical training program. Its courses in dramatics, dancing, music, group games, athletics, scouting, arts and crafts are eagerly absorbed by students who are using the identical materials learned almost as soon as they are obtained. It is not rare to find these students acting as directors in the local community wards while their training course is in progress. A student of play production at the "Y" is producing a play in his local community theater while he is taking the course. Does this not make for interest and alert consciousness during the course?

During the month of January each year the university conducts a Community Leadership Week. It is a series of courses of instruction in the constructive uses of leisure and a wider interpretation of recreational opportunities. To these courses are invited, free of charge, the community leaders from

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all the surrounding villages. It is a grand forum, a spirited reunion, and a source of materials and inspiration which is of far-reaching effectiveness in shaping community attitudes and in retaining the values of a truly creative leisure.

The Business Man's Opinion

ORRIN C. LESTER

EDITOR'S NOTE: *Orrin C. Lester, vice president of the Bowery Savings Bank, New York City, feels that the schools have failed in the past to educate for leisure, but places responsibility on them in the future.* J.B.N.

I HAVE BEEN ASKED to give my opinion as to whether or not schools now do or should undertake to train young people for leisure. My general answer is that they have not been very successful in the past, and that they could, and should, do a great deal in that direction in the future.

As a public-school superintendent, I created for my own purposes the following definition of education: Education should undertake to give young people a sense of their personal responsibilities in life. Since leaving the teaching profession, a number of years ago, I have endeavored to keep in touch with education and to study it from the standpoint of that definition, which is still, to my mind, a reasonable statement of the purpose of educational training. Therefore, if the use of leisure is a responsibility of life, it is an obligation of education to train young people for that responsibility.

The assumption is that the average individual has time to spare beyond the hours devoted to work and sleep, and that those hours should be employed in a way to afford the most profitable results in pleasure and self-improvement. Training of young people for the use of leisure will not be particularly effective if it is treated as an abstract subject and as a theme of its own, apart from its proper associations. The amount of time that an individual has for leisure and

the way it should be used must be determined largely by the way he uses his hours of work. Leisure is a counterpart of work and not a competitor. A recognition of the responsibilities and privileges of industry is the only basis upon which an individual can justify leisure or sincerely enjoy its advantages.

The first duty of men and women with respect to time is to learn to work and to use the hours that are devoted to work in the most competent and efficient way possible. We can teach them successfully to use their leisure hours only in comparison to how successfully we can teach them to use their working hours.

These divisions of the time of an individual's life are so inseparably related as to make it futile to set aside and undertake to develop this question of leisure as a separate and abstract thing. A properly worked out plan for the use of leisure in association with the efforts to train people to apply their working hours successfully to the vocation to which they are suited should be considered a very important department of our educational program.

Rising Above "Flat Living"

EUGENE T. LIES

EDITOR'S NOTE: *Eugene T. Lies, special representative of the National Recreation Association, has recently made an extended investigation into the schools' activities in the realm of leisure-time pursuits. If leisure-time habits are really to result, merely placing certain subjects in the curriculum is not enough, for new leadership is necessary.* J.B.N.

LEISURE is an increasingly significant fact of life. The character of its use by the individual veritably determines his destiny and by society in general reveals the actual quality of its civilization.

Our educational leaders are emphasizing the vital importance of the school facing realistically all of the conditions which confront our young people today. That would, therefore, include leisure with all its poten-

tialities for degrading or enriching life. The schools, however, are not the only formative influences playing in upon our boys and girls. They never were, but today they look out upon a veritable horde of forces, most of which were not in evidence twenty-five years ago.

More imperative than ever before, then, is it for the schools to do a genuinely effective job in training for the right use of leisure so that somehow they will turn out "a generation fit, first, to withstand the onslaught of degrading stimuli in their environment and to rise above that mediocre, flat type of living in which all too many of us Americans are forever wallowing; but, best of all, a generation able to appreciate the best in creative human achievement and warmly desirous of adding thereto their own positive contributions to the sum total."¹

America has set up her universal school system in faith and hope, as a bulwark for the maintenance of her institutions, yes, but with an expectancy also that her products shall come out panoplied with inner resources built up through the years which spell rich personality, quality tastes, high-level interests and skills to stand them in good stead when they confront leisure.

It is a fact that most people use most of their free time in recreational ways and possibly they will always in the future do the same thing. Then, too, there are about eight major fields which they touch, either as "sitters" or "doers" reading, dramatics, physical activities, art, handicrafts, music, nature, and social life. These then are the lines which need emphasis in any school program intended to educate for leisure. And yet, merely having these subject fields in the curriculum will not turn the trick. An adventurous learning atmosphere and

teachers who appreciate the significance of abundant leisure are needed to beget in children that salutary desire for growth everlasting. But to succeed in any large way in training for leisure, the new type of school education will need to be better understood and better supported by the people. It will need to lock hands with all other constructive agencies in coöperative endeavor to raise the overtones of culture in the community and to create a veritable "university of wholesomeness" which shall touch our youth at many points throughout all of their formative years.

The University of Rochester Plan

EDWIN FAUVER

EDITOR'S NOTE: *Dr. Edwin Fauver is chairman of the department of physical education and hygiene in the College for Men, University of Rochester. He has completely reorganized his physical education for men, giving wide option to the students in their choices of recreational activities. His gymnasium and athletic fields are veritable beehives.*
J.B.N.

IF SCHOOLS and colleges have a definite responsibility, which they certainly do, for training their students to live in our modern world at a high degree of efficiency and with the greatest satisfaction, then these institutions have a large responsibility for training students for leisure time, a commodity which is steadily increasing. There can be no adequate provision for the training of the individual to make the best use of his leisure time that does not include as a vital part of such a plan the development of a familiarity with, and an interest in, and a love for a variety of recreational physical activities. It matters little whether this be gardening, manual training, tennis, swimming, golf, or some other easily accessible activity, because it is a well-recognized fact that in all ages and at all seasons of the year the maintenance of the most vigorous mental and physical health demands some form of physical recreation.

¹ Eugene T. Lies, "Education for Leisure," *The Journal of the National Education Association*, November 1932, pp. 253-254.

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Mr. James has said that "Even if the day ever dawns in which muscular exercise will not be needed to fight the old heavy battle against nature, it will still always be needed to furnish the background of sanity, serenity, and cheerfulness to life, to give moral elasticity to our dispositions, to round off the wiry edges of our fretfulness and make us good humored, and easy to approach." That this time is now rapidly approaching for many of our people is indicated by the facts that since 1870 the number of blacksmiths has decreased more than 50 per cent, the number of barbers, hairdressers, and manicurists has increased 229 per cent, and the number of clerical and office employees has increased 1,286 per cent.

Although it is true that through heredity we may gain an aptitude for certain physical activities, we do not, on the other hand, gain a technique and knowledge of many of our recreational games. Therefore, the teaching of games, plays, and activities suitable for leisure time of adults is a very definite responsibility of the schools and colleges. If the large majority of our adults are to receive any training in these activities it must be done in the public schools, since only a comparatively few go on from public schools to the college.

If the responsibility for teaching such activities belongs to the schools, we may well ask whether they have accepted this responsibility. From observation of the products of the schools which have entered the colleges and the universities, I believe that they are not instructing the mass of students in those games and sports that have any considerable carry-over value for adult leisure time. A proof of this is to be found in the fact that only a negligible number of students entering college have any knowledge of handball, squash, or volley ball. A few have a little knowledge of tennis and golf. A much larger proportion in the later years has acquired certain skill in swimming, but

by no means all. A small number has some familiarity with football, basketball, baseball, and track; but since these sports have a carry-over value for only a very limited time and for only a very few individuals they can be dismissed in a consideration of leisure-time activities for the adult. We appreciate well that there is a time in the life of every child when informal group games and athletics are to be preferred to the so-called individual games, but there also comes a time when the ultimate net result would be distinctly greater if he participated in games requiring simple equipment and one or a small number of opponents.

If we grant the argument that a familiarity with and a participation in physical activities is desirable in any plan for the leisure time of the adult, the question may be asked why have the schools been so slow in training pupils in them. In the first place, it would seem that school administrators, and particularly many physical directors, have not faced the problem of the education of the individual for leisure-time activities but have been content to put on a program of formal mass work or of the so-called major athletics without definitely giving due consideration to the needs of adult life. As an indication of this fact the California School Code of 1931 does not indicate that training for leisure time is an aim of physical education. The second reason why the schools have been slow in adopting the definite policy of educating for adult leisure time is because their physical-education plants have not been constructed with the idea of training a large group of students in the many activities which have the greatest carry-over values. What has been said of the secondary schools is in some degree true of colleges but there is an increasing number of institutions of higher education that definitely provide programs to meet the needs of the students after graduation. There are still too many others in which the old con-

ception of physical education still prevails and emphasis is put almost entirely on the major athletic sports.

There should be no quarrel between the major athletic sports in schools and games and plays, such as handball, squash, tennis, swimming, volley ball, golf, badminton, playground ball, and other games, nor would there be, if school administrators and physical directors could see very clearly the necessity of training for leisure time and would include activities of both sorts in a program for physical education. So far as equipment is concerned the orthodox building has been a gymnasium floor on which basket ball can be played, a game in which ten players participate at any one time. It is, of course, used for mass work at other times, but has any one ever considered how many handball courts could be built on a floor adaptable to basketball? Probably some eight courts which would accommodate thirty-two individuals at the same time in handball where the basketball court would accommodate only ten. Would it not be possible to construct a gymnasium floor with folding walls so that the floor could be converted into three-wall handball courts? In schools where two gymnasiums are built, one for the use of the girls and the other for the use of the boys, would it not be possible to use the space of one of these floors for handball and squash courts, and then develop a program which would let both boys and girls use the larger court on alternate days?

Many schools maintain an area large enough for football or baseball but few schools have adequate space for tennis courts. One wonders how many more pupils could play on tennis courts installed on even half a baseball field than take part in baseball when two teams are playing. Such an arrangement would still leave a large space for playground ball and other group games. One recognizes the fact that

at the present time schools and colleges are not adequately equipped for these individual games but this is due largely, I believe, to the fact that so little or no consideration has been given to planning for equipment for them, except in the matter of swimming. So far as I know there was not a college gymnasium in the State of New York prior to 1930 in which, at the time of its construction, provision had been made for handball and squash courts; and there certainly cannot be many high-school buildings in which such provision has been made or even considered at the present time.

I would by no means indicate that the responsibility of the schools for training for leisure time would be satisfied by teaching all students to play only handball, rackets, squash, tennis, and swimming. These are but suggestions which in general may be applied to other activities.

A change will come only when normal schools train physical-education teachers to take a long look forward. In time these teachers of physical education who have this point of view will educate school administrators and together they will develop a program that will provide for training for leisure time.

Teachers Vary on Leisure-Time Training

MAURICE MILLER

EDITOR'S NOTE: Maurice Miller is a teacher in one of the large New York City high schools. In his interview with other teachers, he finds a considerable difference of opinion as to whether schools should train for leisure or not. J.B.N.

THE WRITER interviewed the teacher in charge and the teachers of a high-school annex of a New York City school. The following are the answers received to the question "Does this high school educate for leisure?"

Teacher in charge: "As far as I know, we do not. I suggest you ask the teachers

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of the various subjects; in particular, the ones teaching the social sciences."

Teacher of civics: "As a direct aim, no. I take a group on trips to the various departments of the City, to the museums, to factories, etc. I take them to the library and show them how they may use references for many civic problems. Aside from joining a library, I doubt whether they will ever use the training for leisure."

Teacher of a modern language: "Emphatically no. For years I have been teaching my subject to thousands of pupils. They detest it and indirectly they hate me, as a person who insists upon their doing work which is extremely irksome. I roughly estimate that only two per cent of the pupils will ever use the language in their leisure time. The rest of them want a passing mark. We ought to train them for work, not for leisure."

Teacher of science (Regents classes): "I am very sorry to say, no. When I taught in the elementary school and in the junior high schools, I did a good deal of such training. We were not held down by hide-bound rules of the syllabus. Field clubs were organized and the classroom work was a follow-up of our excursions. I am most positive that many of our pupils, then, found much of interest that could be followed up later in life. Here, in the high school, we have certain work to accomplish. The work is difficult; the technical language is new and difficult for the students; and, finally, they must be drilled for the Regents."

Teacher of science (non-Regents classes): "I am sorry to say, no. But I get a great 'kick' out of my Science Club. It seems that only the brighter boys and girls are interested in staying in after school hours and doing the extra work. We build aquaria, make models out of clay and papier mache, make Japanese gardens, dissect cats, stuff animals. I once had a boy who was a member of one of these clubs; he became so in-

terested in the dissection of cats that I had a very hard time in preventing him from bringing every alley cat to school. His first job was the dissection of a cat. He mounted all the bones and the finished job was so good with the little training he had had that I sent him down to the curator of the Museum of Natural History with the mount. The boy is still in the high school and is employed at the Museum for this special work. Of course, he is one boy in a thousand; perhaps others are using this as a leisure-time activity.

"This term, I am starting a hobby club. Pupils with any sort of a 'hankering' will be taught where to go, what to do, and how to do the things they want. All this training must be given in the extracurricular activities. We have no time in our regular work. Our road is mapped out for us and we are not permitted to deviate or else the results at the end of the term will suffer."

Teacher of art: "We do. That is our major aim."

Teacher of physical education: "We do not have to train our children for leisure time. The work just lends itself to leisure-time activities. Not that a man will play football, baseball, soccer, etc., in his leisure time, for there are many reasons that will prevent him from doing the things he wants to do: the time element, the place, the people he wants to play with; but, an early training will give him the fundamental skills, the neuromuscular control that is so essential in the acquiring of new skills. Such an individual is never at a loss to find a profitable activity for his leisure time."

Teacher of music: "Teach children to appreciate good music and you have solved the problem of training for leisure time. The skilled athlete loses his skill, his ardor, and his desire to exert himself after the years have stiffened his joints and muscles. What then can the man of leisure do? Desire is there but the power is not."

WHAT IS BEING DONE TO EDUCATE FOR LEISURE?

This section tells how schools actually can and do educate for leisure. Here and there we see children actually playing games at home, on the sidewalk, and in the back lot which they learned in their physical-education class during the day. We see boys and girls on the march searching for the answer of some science challenge which they were given by their instructor. We see children painting, sketching, molding, because of an impetus received in some class. We see children dramatizing historical events in the attic. They are making and decorating stage scenery, making costumes, and writing their own plays. Dancing has always been a leisure-time pursuit—not merely social dancing, but dancing like that expressing prayers. If all these examples of our various school activities in education for leisure could be drawn into one community, we would be able to see a living example of something that can be done.

Science Education and Leisure

WILLIAM GOULD VINAL

EDITOR'S NOTE: Dr. William Gould Vinal, better known as "Cap'n Bill," is, to my mind, the most skillful nature-study leader living. He points out briefly ways in which the high schools are already practising science education for future leisure.

J.B.N.

RECENT COURSES of study in science are unanimous in listing the use of leisure time as one of the aims. The State courses of Kansas (1930) and Connecticut (1928), the city courses of Springfield, Massachusetts (1927), and Baltimore, Maryland (1929) are among those specifically using the phrase "leisure time." Other places have referred to leisure time indirectly by such expressions as follow: "to foster a friendly acquaintance with trees," Chicago (1931); "to show that science, by giving more enjoyment and cultural development, is a potent factor in human development and special improvement," New York City (1929); "to increase the pupil's appreciation and awareness of the factors of his environment," Albany (1925); "to increase appreciation of beauty in the things about us," Oklahoma (1932). The content of these courses, however, presents very little evidence of training for leisure.

Curtis¹ lists several thousand items of

¹ Francis D. Curtis, *A Synthesis and Evaluation of Subject-Matter Topics in General Science* (Boston: Ginn and Company), 1929, 83 pages.

general science, yet in the index one does not find such words as play, leisure, or recreation. The topics themselves would indicate that those responsible were hardly conscious of leisure-time activities. If Harap and Persing² in their analysis of the present objectives in junior-high-school science present a true picture, then "to know" is still the great aim. Of the 274 objectives listed, less than 5 per cent have been classified as recreation. This inconsistency between aim and content would indicate that courses of study and textbooks in general science have not caught up with the approved aim of preparing for a wiser use of leisure time.

Within the past year new books have appeared for young naturalists that have been written by high-school teachers who are not only well-informed naturalists but who have had recreational experiences in summer camps. Oliver P. Medsger³ has just completed a series of readers entitled *Nature Rambles*, an introduction to country lore. Mr. Medsger has spent over fifteen years in camps and over twenty-five years as

² Harap and Persing, "Sources of Present Objectives (Specific) in Junior High School Science," *Science Education*, March 1930, pp. 477-497.

³ Oliver Perry Medsger, *Nature Rambles: Spring, Summer, Autumn, Winter* (New York: Frederick Warne and Company), 1931-1932, \$2.00 each of four volumes, approximately 160 pages in each volume.

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a teacher of natural history in high school. Mann and Hastings⁴ have given us a guide to nature under the heading of *Out of Doors*. Both of these authors are practical teachers at the head of the biology department of a large New York City high school and with long experience in summer camps. Over 16 per cent of the text of this book is devoted to "Getting Acquainted with Nature in Camp." These recent contributions are probably indicators of the trend in high-school science.

The schools should keep step with the many agencies that are already promoting recreational science: National Park Service, Forest Service, Bureau of Biological Surveys, Bureau of Fisheries, American Association of Museums, mountain clubs, Audubon Societies, Scouting organizations, Camp Directors Association of America, and the Recreation Association are most prominent in this move. Leisure-time science calls for choice. In spite of the schools the present generation probably practices more leisure-time natural science than any previous generation.

A significant event in the National Park Service was the appointment of Dr. Harold C. Bryant, July 1, 1930, as assistant director of the National Park Service and in charge of the educational work. The ranger-naturalist service in the national parks has already begun coöperative work with schools. This spring *Scholastic* is running a series of articles for high schools who may wish to plan a trip to Glacier National Park. Recreational travel to our "nature wonderlands" may become as much in vogue as the Washington trip for high-school graduating classes or as the trips of football teams. The benefits of a park trip can continue throughout life.

One of the aims of the San Diego Zoölogical Society is recreation. They have a

special endowment fund for transporting school children. The New York Zoölogical Park has a curator of educational activities and thousands of children visit with their teachers.

The Wild Flower Preservation Society among its stated objects concerns "the education of children . . . in their appreciation (rare native plants) and proper enjoyment." It has a junior membership of over 100,000.

The Audubon Societies publish and distribute more than five million pages of literature annually at less than cost. The "Junior Audubon clubs" began in 1911 and were one of the early movements to promote interest in outdoor recreation.

In 1928 the American Association of Museums published a pamphlet at the request of the National Conference on Outdoor Recreation.⁵ Museums have been pushing vigorously this phase of their work. The Brooklyn Children's Museum, Anna B. Gallup, curator; and the Children's Museum of Boston have stood out in this work as have the children's departments at the Buffalo Museum of Science and the Cleveland Museum of Natural History.

The Brooklyn Botanical Garden is noted for its work with school children and publishes a series of pamphlets for school use.

The forests have their champions. The American Forestry Association publishes a monthly magazine, *American Forests and Forest Life*, which is widely used in the public schools. The American Tree Association has distributed free over four million copies of *The Forestry Primer*, and, in observing the George Washington Bicentennial, has given special emphasis to tree planting.

Perhaps forestry and tree planting has made the greatest headway in the high-

⁴ Mann and Hastings, *Out of Doors* (New York: Henry Holt and Company), 1932.

⁵ Laurence Vail Coleman, *Contributions of Museums to Outdoor Recreation* (Washington, D.C.: American Association of Museums, Smithsonian Institution), 1928.

school curriculum, the northern lake district making the greatest gains. In Wisconsin eight school forests have been established in Marinette County. At Antigo the forest work is done by the boys and at Laona, as junior forest rangers, they have completed a camp in the forest. A recent Michigan law provides that any school district may acquire and use land for forestry practice, and a set of lessons has been made for Washtenaw County. Across the line in Canada, Toronto has two forest schools where some 500 children attend from May 1 to November 1. In all these instances recreation is considered an important part of forestry.

Interest in memorial trees bids fair to become a national sport. New Jersey, in observing the George Washington Bicentennial, has given special emphasis to tree planting on unplanted school grounds. "Penn's Woods" is the title of a project whereby veteran trees are presented as candidates for the honor roll. With the approaching tercentenary of Roger Williams, the State of Rhode Island is anticipating a survey of the trees that still remain as "living acquaintances." In Fresno, California, each school class is planting a tree in the memorial grove of 500 trees dedicated to George Washington. The Commercial High School in New Haven plants memorial trees dedicated to teachers.

It is but a short step to go from tree planting to landscaping. Landscape architecture has been introduced in the Des Moines, Iowa, high schools as a leisure-time occupation. West Virginia has a State program for the beautification of high-school grounds. High-school pupils are landscaping the grounds at Highland Springs, Henrico County, Virginia; Morrisville, Pennsylvania; Iron District, Utah; and Lauderdale, Mississippi. At Grand Rapids, Michigan, the children in the rural schools of Kent County are tagging trees.

In this brief review of a few of the ways in which schools are teaching leisure-time science, space does not permit an exhaustive study.⁶ Would that we could tell about the widespread "youth movement" of Germany, or about the nature-study department of the Los Angeles schools, which coöperate with the city playground department by furnishing it with nature guides for mountain camps, or about the open-air theaters, such as the one built by the Dan River rural high school in Pittsylvania County, Virginia. In the next twenty years science will make great progress in contributing to leisure-time activities and these frontier movements may form a proving list for the high schools that are candidates for the front ranks of progress. Each item is a challenge to the teachers of science to do their best.

The old-fashioned laboratory education dealing with bones and muscles to be learned affords no time for hikes, vistas, a nature picnic, early morning bird walks, nature photography, national park tours, fishing, and the great wealth of leisure-time offerings. There has been too great a gulf between what science can contribute and what it has contributed. This brief article only hints at the many ramifications towards which energies have been directed. If it shows the magnitude of possibilities, it has served its bit.

Dramatics as a Leisure-Time Activity

MARY FRANCES STOUT

EDITOR'S NOTE: *Mary Frances Stout, of the State Teachers College, East Stroudsburg, Pennsylvania, sees the necessity of school guidance if the carry-over of dramatics is to be a constructive leisure-time pursuit, rather than a cheap and tawdry one.* J.B.N.

ANY ONE who opens his eyes and looks about him sees that every community shares an interest in home-talent plays and

⁶ William G. Vinal, "The Principal and Community Nature Activities." *The Junior-Senior High School Clearing House*, October 1932, pp. 114-119.

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pageants, whether presented in the children's backyard playground, the village opera house, or the civic auditorium, that the local movie houses are crowded, and that the "Little Theater" group is stronger than ever. The most interesting observations regarding the scene are that they are largely leisure-time activities and that there would seem to be two groups for consideration, the participants and the spectators.

The questions arise: How are educators vitalizing this interest in view of training for leisure time? How can our schools, through dramatics, develop a "carry-over" interest in creative things? Is dramatics primarily an extracurricular activity in which the chosen few are enlisted? What can be done to spare the future generation the atrocities which we have seen committed under the name of dramatics?

There are so many avenues in which the dramatic activity may travel that no one dares be dogmatic and lay down specific rules for procedure, lest he rob it of its creative potentialities. He can and must, however, cherish very definite and sacred principles, some of which are: Fight exploitation and exhibition of the child; let work challenge interest; help the individual to do work of which he will be proud; help each child to see that he is contributing to something bigger than his part of it; through the craft work involved, let as many people as possible do something with their hands. If necessary, be crude and unfinished; but *never be cheap*.

There are far too many people who still see dramatics as just one thing—a play "coached" by a director with the emphasis on the acting of a few talented individuals, which, like our varsity football teams, are all too apt to exhibit the talented or aggressive, rather than develop the larger group. Many teachers and administrators regard dramatics as an activity primarily for entertainment purposes or a vehicle for raising

money for this, that, and the other. However, educational milestones are not reached in a day; and all over the country we see teachers recognizing this dramatic instinct, not as an ill omen of the show-off child, but more and more as a constructive force on which to build. Plays, pageants, and puppet shows give expression to definite classroom work rooted in the study of literature, history, social studies, and the like, which so often find some form of dramatics the most natural culmination of a unit of work. How often the activity teacher is heard to say, "I really wanted the work this year to take some other channel, but the students wanted a play."

The ideal director of the junior and senior high school is no longer the one who can best imitate Broadway, but the one who can best stimulate initiative, originality, and creative ability in the largest number of people. The dramatic clubs exist less for the select few who are admitted through harrowing tryouts, than for those who are eager to have some part in the production of a play.

Whether the activity takes the form of play, pageant, or puppet show, it must first of all be democratic and include as much art, music, and craft work for as large a group of people as possible. No one can appreciate stage scenery as well as he who has dabbled in paints, or can see beauty in a dyed burlap costume as one who has experimented with dyes, or enjoy a puppet show as the person who has made a puppet. If there is to be a carry-over interest for participant and spectator, then there must be more emphasis on participation in that which gives joy and satisfaction.

The teacher-training institutions must be increasingly alert to the necessity of training for leadership in leisure-time activities. The East Stroudsburg State Teachers College of Pennsylvania offers one course in dramatics. In order that more people may

participate in all phases of the work, the class is divided into groups which present one-act plays. Certain days are devoted to laboratory work and demonstration. The class is given the following list of activities, twelve of which are required and the rest of which are optional:

- Choose and direct a play
- Act in a play
- Write a play
- Write criticisms from standard plays
- Make a dramatization from a selection of children's literature
- Plan a dramatics program which might represent a natural culmination of a class activity of a particular group of children
- Report on selected books of drama and the theater
- Make a *guignol* or marionette
- Write a puppet play
- Direct or act as puppeteer in a puppet play
- Design a costume
- Make a costume
- Design and paint scenery
- Make or design a miniature model stage or theater
- Figure costs of curtain and box-set scenery for a standard size stage
- Figure costs of lighting equipment for standard school stage
- Work out a demonstration of lights for various effects, such as moonlight, sunrise, dungeon, silhouette
- Work out a demonstration of off-stage noises—thunder, rain, sleet, wind, railroad, motor car, galloping horse, etc.
- Make some standard piece of scenery—rock, grass, tree, river, logs for fireplace, etc.
- Prepare a stunt program for a particular occasion
- Make a prompt book (director's copy)
- Make a scrapbook of costumes, scenery, etc.
- Prepare a bibliography of plays, arranging them according to occasion

All school dramatics could well be dedicated to those leaders who feel and know that for most people there is infinitely more joy in doing than in watching others do and who are doing all in their power to see that dramatics may go hand in hand with the other activities which shall contribute to the

advancement of joy in the leisure time of the future. These activities are being carried out in some schools.

Shall the Schools Educate for Leisure?

DOROTHY LA SALLE

EDITOR'S NOTE: *Dorothy La Salle, director of health and physical education in East Orange, New Jersey, aptly says that the problem is not SHALL but HOW SHALL the schools educate for leisure?*
J.B.N.

THE DAYS of enforced unemployment, of part-time work, of "share a job" are here. Millions of people are without jobs and millions of others are working only a fraction of the time. Leisure has been increased a hundredfold. We are told that even though we could return to a 1929 productive basis tomorrow, we could not take back into industry all who were working at that time. So fast has our inventive genius moved that machines have been made in these four years which can do the work of hundreds of former employees.

What the world will be like ten years from now no one knows and no one dares to prophesy. But unless some cataclysmic and catastrophic change takes place we shall undoubtedly be confronted with a gigantic problem of what to do with our leisure. That we have not met the problem squarely in the past is evidenced on all sides. L. P. Jacks tells us that 115 million people attend the movies in the United States every week and in this way spend as much money in three weeks as the entire population spends on books in a year. Stadia are crowded with excited thousands who watch from two to twenty-two men perform in an athletic sport instead of participating in some vigorous form of exercise themselves. Throughout our country commercialized amusement has flourished.

If the schools are to fulfill their true purpose they cannot fail to accept the challenge of an increasing leisure. The question

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might better be not *shall* the schools train for leisure, but *how shall* the schools train for leisure? Everywhere our girls and boys have spare time—before and after school and on Saturdays and Sundays. What can the schools do to help them organize their time to better advantage? How can the school create such a vital interest in its activities that pupils will want to pursue any one of a dozen interests in their free time?

The department of health and physical education in the East Orange schools has attempted to meet these problems. Physical education offers a wealth of opportunities to teach girls and boys to do better many instinctive play activities that they are likely to do anyway. From the second half of the first grade a large portion of the physical-education time is devoted to playing games adapted to small groups. These groups, or squads, of six to ten children within a larger class, approach in size the neighborhood or after-school play group. Children, then, have a chance to play in the same size group in school as they do outside of school. Experience is provided in the selection of leaders, in picking games adapted to the play space and equipment available, and in choosing groups in which to play. Through these experiences children grow increasingly more able to organize their own play and to play together under a child's direction. This, we feel, is a valuable contribution towards their leisure-time education.

In the upper elementary grades, pupils are given as much responsibility as they are able to carry in their team games of hit-pin baseball, kickball, captain ball, nine court basketball, soccer, baseball, and touch football. Under careful guidance of the teacher they both referee and coach their own games. Round-robin interroom and interclass tournaments are held after school in many sports. In addition, tournaments are held in the generation old and ever pop-

ular games of marbles, jacks, and hopscotch.

In the Vernon L. Davey Junior High School a leader's class is offered as an elective. "Those who select it meet every day for one hour for the period of one octave or eight weeks. The leaders learn many simple games which they in turn teach to their groups. When a new team game is learned ways of strengthening weak points through squad practice are discussed. The rules of various games are gone over carefully so that the leaders may have a thorough understanding of the rules"¹ and the reasons for them. Improved coaching and officiating almost invariably follow.

The folk-dance movement is having a steady growth. In a number of communities men and women are meeting in social groups to participate in folk dances. Probably the most flourishing is the English Folk Dance Society. Because these old social dances are so vigorous and so much fun, we have great faith in this movement. For this reason, twice a week in the Vernon L. Davey Junior High School boys and girls come together in an elective class to dance to such tunes as *Gathering Peascods*, *Hey Boys Up Go We*, and *Rufty Tufty*. The boys enjoy it as much as the girls. The children are soon to visit the adult folk-dance group in the community so that they may see men and women enjoying these dances as much as they do modern ballroom dancing.

In all our seventh and eighth grades boys and girls are instructed in modern ballroom dancing. When they are brought together, after several periods of separate instruction, one can sympathize deeply with the boy who has his initial experience in asking a girl to dance. As one lad said with a broad grin, "It isn't so hard after the first time."

In the high school the following sports

¹ Edna Weston Doll, "Self Direction in a Junior High School," *Character Education through Physical Education*, edited by Jay B. Naah (New York: A. S. Barnes and Company), 1932, pp. 244-246.

are offered for boys: football, touch football, soccer, basketball, volley ball, swimming and life saving, and baseball. The girls also have a wide selection—field hockey, basketball, volley ball, swimming and life saving, and baseball, as well as various types of dancing. In addition, tennis and golf are offered. With the growth of municipal tennis courts and golf courses these can no longer be known as "rich men's games." Of all sports taught these last two, together with volley ball, swimming, and field hockey (for girls), probably have more carry-over value for adult leisure time than any others. This is not to underestimate the others, which have unquestioned superiority during adolescence from an interest point of view as well as from a conditioning and character-training point of view.

There is great need for an early evening and Saturday program to be undertaken by the schools. The Committee on the School Child of The White House Conference² under the chairmanship of Dr. Thomas D. Wood recommended that "Provisions be made for full-time utilization of the school plant for desirable leisure-time activities of youth; that boards of education arrange such coördination between playground and recreation authorities of the community and the school directors of such activities that gymnasium facilities, playgrounds, shops, craft studios, and other portions of the school plant be made available to all children under competent supervision in the afternoons, in the evenings where desirable, on Saturday, and portions of Sunday when not in conflict with religious observance; where necessary, restrictive legislation limiting the use of the school plant be repealed."

There should be no question in the schoolman's mind of the advisability, of the wis-

dom, and of the need for leisure-time training. The problem is not *shall*, but *how* shall the schools train for leisure.

Schools and Outdoor Leisure Hours

BEN SOLOMON

EDITOR'S NOTE: Ben Solomon is the editor of *Camp Life* and is himself a devoted outdoor man. He has been advocating for a number of years that a modern school curriculum must include camping.
J.B.N.

BECAUSE hiking and camping have so great a carry-over value for all ages of student and adult life, and because of the unusual opportunities for leadership training inherent in both, these activities are finding an important place in our schools. Happy healthy children are good children and are easier to discipline and to teach, and classmates who hike or camp with their teachers generally constitute a happy group. It is difficult for a student to dislike his teacher if she or he happens to be his hike leader and if many joyous times in the outdoors were had together. The opportunities for leadership training, for the development of desirable social traits, for learning to live with each other, and for "discovering the world about" are veritably strewn along every outdoor trail.

All of the natural sciences taught in the classroom are more or less friendly companions on the hike. Every one of them—geology, astronomy, botany, zoölogy, and the rest—are outdoors, waiting to "play with" the hikers. German educators have known this for a long time and have made hiking trips (wanderings, journeys, explorations) parts of their regular academic curriculum. To the German student, the teacher, in so many cases, becomes the *fürher* (leader), and school time is provided for half day and whole day hikes into the country with his classes. They have gone further with this idea, providing hotels and overnight shelters for these student groups

² White House Conference on Child Health and Protection, *The White House Conference* (New York: The Century Company, 1931), p. 190.

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and the whole system of teaching in the outdoors is being highly praised and gradually enlarged.

The group hiking that is done today in American schools is still on the volunteer basis, an interested teacher leading the group on his own time; but can we not see the need and the desirability of including this valuable activity in our regular school curriculum?

As to summer camps, progress is being made in this direction. For years, many of our educators have taught us the desirability, the attractions, the genuine worth of the camping vehicle; and today, camps are maintained or directed by the boards of education of public schools in six cities,¹ four of them open for the whole summer and two of them open throughout the entire year. Furthermore, our school systems in thirty-one different cities coöperate actively and in very important ways with other agencies in the financing, organization, and general operation of summer camps.

The Chicago Board of Education operates Camp Roosevelt for normal boys and Camp Arden Shore for malnourished children. In Dearborn, Michigan, the Fordson School district maintains a camp in connection with the Boy Scout program. The Jersey City Board of Education maintains a summer camp for malnourished school children, and the Boards of Education of La Crosse, Oshkosh, and West Allis, Wisconsin, also conduct camps. The Boards of Education of Fresno County, California; Colorado Springs, Colorado; Macon, Georgia; Jacksonville, Florida; Harrisburg, Illinois; Dubuque, Iowa; Boston, Massachusetts; Highland Park, Michigan; Kansas City, Missouri; Cleveland Heights and Lakewood, Ohio; and Madison, Wisconsin, all these in coöperation with some other

outside agency help maintain and operate summer camps for malnourished children, for underweight children, and for normal children. Furthermore, many other boards of education, although not directly financing or responsible for the administration of summer camps, coöperate closely by furnishing the teaching staffs, doctors, nurses, equipment, and, of course, the children.

So you see, the summer camp for health, for recreation, for character training, and for education has already come into some of our boards of education and the growth from now on promises to be rapid and wide.

Another phase, and a very important one, of this question is the introduction into our school systems of what promises to be the biggest development of the whole summer-camp idea, the day camp. The day camp was created out of the need to bring the values of the summer camping program to those children who could not afford to leave the city during the summer and also to bring some of the camping values into our regular teaching systems.

In Camden, New Jersey, the public-school authorities furnish the children for a summer day camp which the city health department runs for malnourished children, and in Lakewood, Ohio, the Board of Education and the Department of Public Recreation provide day camping excursions for some of their children. The day camp can be operated during the whole summer or all year round in the school yard, on the school building roof, or in nearby suitable play areas. The program, almost identical with that of the regular summer camp, occupies the children from nine in the morning (after breakfast at home) to six in the afternoon, returning them to their homes in time for the evening meal. Children bring their own food or, in some cases, some provision is made for lunch.

These three elements, the hiking group, the summer camp, and the day camp in or

¹ Marie M. Ready, *Camps and Public Schools*. Washington, D.C.: United States Department of Interior, Office of Education, Circular No. 74.

near the city are already part of our school curricula. Because of the unusual values inherent in all three phases of the outdoor movement, their future growth is destined to be great and sure.

Arts and Crafts Training for Future Leisure

MADELINE M. NICKERSON

EDITOR'S NOTE: Madeline M. Nickerson is art instructor at Lawrence School, Hewlett, Long Island. She believes that if the child is given tools and a space in which to work he will always have something to express and each achievement will lead to new desires. She believes that opportunities should be given when the child is three years old. J.B.N.

TO KEEP an open-minded studio is to furnish liberal training for future use of leisure time in its highest form. From the time a child can handle tools, if he be allowed free expression with instruction in techniques and skills, he is soon equipped for joyous self-expression. Uninhibited by problems of drawing and construction imposed by adult minds, he is free to discover and create and has laid the foundation for a happy life.

The child who is given tools and space in which to work always has something to express and each achievement leads to a new desire. Children who have hobbies or pets are often led to express themselves through these interests. A child who, by some ill-advised adult, has been schooled in the idea that he cannot draw—"none of your family ever could"—shows amazing joy in production and satisfaction in result when approached from the point of view of choosing his own subject matter. Horses, houses, or humans are bound to grow into being if the child may play with the form which interests him. I have in mind one instance of a twelve-year old who is very fond of Scottie dogs. She could not draw them to satisfy herself. She tried carving in soap, then modeling in plasticine and clay, and finally arrived at results most pleasing to herself and

worthy of recognition from a point of view of artistic achievement. At Christmas she delighted her family and friends with cards which she had printed herself from one of her carved Scotties and now has a rug for her own room which she hooked with great joy because the decoration is again her Scottie. This has opened avenues of interest which have carried over two years and filled many hours of summer leisure.

All children from three years on should be given opportunities to create with their hands. From the simplest materials, every type of advanced craftwork may be developed. The enthusiasm of giving is always a stimulus to create the best. It doubles the pleasure of giving, and rightly so. This creating for another brings the highest satisfaction as only those who make may know. Often the growing child, at adolescence, would like to make something to sell. This may lead to concentrated interest along one line of artistic expression which grows into a major life interest as a hobby or a vocation. This is true particularly in the field of sketching. There is a thrill in interpreting what we feel and see through media of paint or pencil and paper that can be enjoyed by all. We commonly hear: "If I could only paint what I see." The adventurer is well paid. The equipment is insignificant for the amateur and is no handicap, so that he may sketch wherever he may be and always. The individual soon finds himself happy in the doing and interpreting, however humbly, what he feels about the subject, thus liberating himself to say in a language other than words what he has found—joy in doing. The more homely crafts, such as sewing, knitting, and weaving, also may bring much satisfaction. Simple skills and tools and equipment may furnish the best in decoration for our homes and our person and may make our individual expressions the keynote of personality in this machine age.

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The Dance and Leisure Time

MARTHA HILL

EDITOR'S NOTE: *Martha Hill, instructor in education in the School of Education, New York University, sees the dance with a rich historic background. Because it has an appeal to rhythm and because in its highest development it has the character of a craft and an art, she feels that it is "coming back" as a popular leisure-time pursuit.*
J.B.N.

THE DANCE, as a leisure-time activity, has a history as long as that of man himself. The world has never been without dance. It has appeared in many and diverse forms and has had meted out to it both violent approval and disapproval according to the mores of existing orders of society. But its very universality and persistence as a racial pattern establish it as an important human activity.

Today in most American communities, the dance is considered to be an acceptable activity; in some, it is an important one. The limitations of the dance as a contemporary leisure-time activity lie in its very strength—in the fact that it is essentially a communal enterprise and also an activity in which the values to be derived are more richly gained by those who participate rather than by those who are spectators. In a period which is to be deplored for the prevalence of vicarious participation and individualized diversion, the dance has an especial significance because of its influence towards group enterprise.

In contemporary society, social dancing is perhaps the most popular form of the dance. Because of the relatively slight demand made upon skill, because of its adaptability to small or larger groups, the social dance is readily available. In communities which place the stamp of approval upon social dancing, the school has fairly recently taken cognizance of this activity. Whereas social dancing was for a long time spontaneously organized by the students, the school now takes responsibility in the matter of

guidance, in offering opportunities which are socially desirable, and in teaching novices. Thus a definite contribution is being made in equipping the student to meet adequately social situations in contemporary life and in establishing desirable attitudes.

Folk dancing does not enjoy as widespread an interest in America as it does in certain European countries. The only truly American folk dances are the square and round dances which bear a marked resemblance to the English country dances from which they were derived. The simple character of the music which accompanies folk dances is less appreciated by high-school students since the advent of jazz. Historic folk dances were a form of expression reflecting a totally different environment than that in which we live today, and to children caught in the tempo of modern life, they seem naïve. Nevertheless, folk dancing has a definite contribution to make and has a direct appeal to large numbers of people. The schools have been responsible through stereotyped teaching for much of the unfavorable attitude towards folk dancing.

Clog and tap dancing are closely related to folk dances. Recently, considerable enthusiasm for tap dancing has sprung up. One can experiment with tapping steps of the feet without the coöperation of a group which is necessary for folk dancing. Also clog and tap dances lend themselves to the use of modern jazz which stamps this activity as contemporary in the eyes of high-school boys and girls. Since a high level of skill may be attained in this type of dancing, difficult rhythms present a challenge to the individual. Many schools have incorporated a great amount of clog and tap dancing into their programs because of its popularity; but the overemphasis is gradually lessening in line with a decreasing public interest in the activity, due probably to the relatively narrow range of exploration which it affords.

A new form of dance, the modern, creative, or natural, is gradually supplanting, in our schools, the more formalized aesthetic dance. This is in keeping with the general trend of physical education and, in fact, of all education towards a functional, informal, and more realistic philosophy. Since this type of dance has so many ramifications into the other arts, particularly music, and since it uses as its materials the substance of the environment in which boys and girls are living today, it can be of tremendous educational and social significance. The number of groups outside the school participating in this type of dance bear evidence to its function as a leisure-time activity.

Because dancing makes a universal appeal to rhythm, because it comprises a variety of forms and a wide range of complexity, because in its highest development it has the character of a craft and an art akin to all other arts, and because it is a fundamental group pattern of activity, it will repay serious consideration in any scheme of leisure-time pursuits.

Recreations Taught by Schools

HERSCHELL EMERY

EDITOR'S NOTE: Herschell Emery, director of physical education in the public schools of Oklahoma City, not only talks about education for leisure, but actually achieves this ideal. He believes in a sport program of physical education for boys and girls, and he gives them opportunities to carry on these sports in their free time. They accept the opportunity.

J.B.N.

STRICTLY SPEAKING, each subject in the school curricula makes some form of contribution in training for worthy use of leisure time. It is true that some subject matter is considered mainly vocational; nevertheless, what might be vocational for one individual is avocational for another. Painting a landscape scene might be the means of earning a livelihood for some, but for a much greater number this would be worthy use of leisure time. More and more this ob-

jective in education is being considered of primary importance and as an outcome better results are being accomplished. Leisure time is gradually on the increase and will continue to increase as labor-saving devices are discovered. Technocracy may be of no consequence though it does represent a line of thought and adds importance to the study. The safety of our government depends in no small degree on how adequately our schools train for worthy use of leisure time. When a law is violated it is nearly always the result of improper use of this valuable time.

Leisure is a time for relaxation and it is unfortunate that many who plan carefully their more serious occupations, with a view towards obtaining the best results, are apt to choose their amusements merely by imitating friends or acquaintances. Proper training for worthy use of this leisure time is the best possible prevention for such waste of human energy; this problem presents a challenge which school authorities need to face with an ever-increasing seriousness.

Let us survey the educational field briefly and see what our schools are doing to help satisfy this need. Perhaps the greater number of persons will be benefited by being taught how to appreciate and enjoy good literature. English, foreign languages, and library courses give abundant opportunity for the cultivation of this desire. Reading has a universal appeal; properly directed, it becomes the greatest force in the stabilization of society. This reading is not limited to the classics, but includes the best magazines and newspapers. Many adults take more interest in a sensational tabloid sheet than they do in a worth-while high-class newspaper. Free libraries exist everywhere and have been established because of a public realization of their need brought on chiefly by the progressive program of our schools.

But still greater progress has been made

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in the field of the creative and fine arts. Courses in music, dramatics, industrial arts, graphic arts, and homemaking are to be found even in small secondary and elementary schools. Emphasis on the value of the three R's has not been lessened by this enriched curricula, but has been enhanced because more opportunity has been given for the use of these fundamentals. The poor are no longer deprived of the opportunity for development of the cultural sides of life; free public schools have placed this opportunity at the door of every American boy and girl. Certainly crime has been prevented, juvenile delinquency decreased, and a happier and more profitable life made possible. What could be more desirable in training for worthy use of leisure time?

The sciences make their important contributions particularly in the field of nature study. Our lives would be happier if we could spend more of our leisure time in nature's great outdoors.

Physical education occupies a prominent place in the study of this problem. Leisure time does not concern itself altogether in the rendition of a great opera or the painting of a masterpiece; there must be vigorous physical activity or the mind will not function properly. In providing children with a knowledge of wholesome play and associating this knowledge with desirable play habits, our schools have gone a long way in finding a solution of this pressing question. Physical-education departments have taken it upon themselves to give considerable training in activities that can be maintained all through life. This new responsibility has meant that physical-education departments are now training in the skills that have carry-over value and developing at a youthful age interest and attitudes favorable to the continuance of participation in activities that are healthful, enjoyable, and make for valuable friendly contacts. Too many of the unemployed today do not

know how to play. Their outlook on life would be brighter and the urge to carry on would be stronger if they could spend a part of their leisure time in play.

Our present-day schools are giving to the youth of America this much needed and desired training. During this economic upheaval, let us not forget the children, for in neglecting them we are making trouble for the future.

Leisure-Time Education Through Class-Directed Recitation

IRENE M. KAPLAN

EDITOR'S NOTE: *Miss Kaplan, who teaches social science in the Grover Cleveland Junior High School of Elizabeth, New Jersey, is developing individuals who she thinks feel responsible to the group. She quotes the children on this very important point of self-direction, an essential for the best use of leisure.* J.B.N.

WITH THE socialized recitation as the fundamental basis there has been developed at the Grover Cleveland Junior High School of Elizabeth, New Jersey, a highly successful "class-directed" plan for conducting social-science classes.

In this procedure the class elects its officers, directing their activities. The student officers are not permitted to assume the superior attitude of a stellar rôle. They are the media through which the class as a whole can function more efficiently. The officers merely help to create fusion and avoid confusion. The individual feels himself responsible to the group. The real directive force is class opinion.

At the very first class meeting of the new semester, each student is given a mimeographed sheet of instructions describing in detailed form the exact method of procedure. These directions are memorized and provide for a parliamentary basis of class and individual conduct. Another day is spent in discussing desirable citizenship qualities and the responsibilities of leader-

ship. Each class then elects its class officers, a mayor, a clerk, an assistant clerk, and a municipal judge. To provide more general opportunity for training in leadership, students are often called upon, without any advance notice, to assume the duties of any office. Every student, therefore, feels himself a potential officer and conducts himself accordingly. The entire slate of officers is officially changed every four weeks.

The mayor assumes the duties of chairman and the clerk those of secretary. The assistant clerk records and grades the individual pupil each time he recites and also posts a daily honor list. A certain number of major and minor recitations plus a required number of supplementary reports is considered an A rating. There are similar requirements for each of the B, C, D, and E classifications. At the end of every three weeks, the averages are made out by the assistant clerk, subject to the approval of the student members. The results are recorded on individual class graphs and are posted on the bulletin board.

The municipal judge gives a daily report of the strengths and weaknesses of the day's lesson. Constructive suggestions for class improvement are discussed at this time. The recitation is closed in accordance with correct parliamentary procedure.

The above formal structure is used merely to give the pupils certain basic controls essential in carrying on a class discussion with freedom and opportunities for individual initiative. This parliamentary guidance takes the place of superimposed teacher authority. It enables the pupils to remain in complete control throughout the entire recitation. The pupils make their own individual and group assignments. The teacher's opportunity for guidance appears during the supervised study period of the preceding day and also at the close of the recitation period when she is called upon by the mayor for suggestions.

Throughout the lesson such things as correcting English usage, mispronounced and misspelled words, enunciation, posture, manners, etc., are done entirely by the students. Rarely, indeed, are errors of such a nature overlooked. They are considered an essential part of the day's work.

The above describes very sketchily the general plan of procedure. As to the social, civic, and personal habits developed by such a method, I am going to quote those of which the pupils themselves have declared they are most conscious.

1. It has helped me to respect the other fellow's opinion.
2. It taught me to be honest and say, "I don't know" instead of bluffing and wasting time.
3. I think carefully before I speak so that my answer will make sense.
4. It helps me to recite in other rooms.
5. My mother said I am more polite around the house.
6. It helped me to conduct the meeting for a German club.
7. I learned to express my ideas so that others could understand them.
8. I understand how Congress must be carried on when I read the papers.
9. I learned how to behave in public places.
10. I learned how to depend more upon myself.
11. I am not afraid of making a mistake.
12. I am grateful to the person who corrects me.
13. No one forces me to recite. I do so of my own free will and enjoy it more.
14. The girls at home made me president of their club because of the training I received in my civics class.
15. I was chosen secretary of our homeroom club because I had learned to keep minutes during our civics class.
16. I am more polite.
17. It has helped me to stand up for myself and not let others get ahead of me all the time.
18. It gives me more confidence in myself. I do not give up right away if some one said I was wrong.
19. It has made me respect a fellow student if he is honestly doing the best he can.
20. I use better English in my other classes and at home.

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HANDICAPS IN THE ROAD OF PROGRESS

What are the handicaps in this program of education for leisure? We know they are many and they are powerful. Many of these handicaps are mere myths, but we have known for years that myths are mighty. College entrance requirements are a bugaboo, but we see that there are rifts in the cloud, and this handicap may really disappear in a few years. We know that State requirements represent handicaps in many sections, but educational bodies which control these requirements are themselves demanding more and more freedom. The task is immense, and we hear the remark on every side "That's a good idea, but we can't do it with our numbers." Carried to its logical conclusion, this idea would be dangerous to face. If we cannot educate with large numbers, why keep on spending gigantic sums of money trying to do it? Ways of classifying students into small groups must be discovered; student leaders must be utilized; and the handicaps of large numbers must be solved. The viewpoint of the teachers is probably the greatest handicap. They went to school when the object of education was to "train for labor." They were taught to believe in business, bigger and better chambers of commerce: the man who takes a vacation is a laggard. Under this régime everybody must be active as long as a nickel has escaped capture. We memorize the facts about a changing civilization, but changes in behavior to meet the new situations have their limbs shackled with asceticism, scholasticism, and the myths of yesterday.

College Requirements Confine Education for Leisure

WILLARD W. BEATTY

EDITOR'S NOTE: Willard W. Beatty, superintendent of schools, Bronxville, New York, sees the secondary school largely dominated by the colleges, although only a relatively small per cent go to college. He points out that some schools are trying to meet leisure-time needs over and above the college-preparation course.

J.B.N.

A VERY LARGE MAJORITY of American colleges requires evidence that matriculating students have completed, with better than average grades, fifteen units of preparatory work. A unit is usually defined as the work covered in academic classes meeting for 45 minutes per day, five days per week, for approximately 36 weeks, and assumes the necessity for an equal amount of home preparation. Four years of high-school English are required, but allowed only three units of credit. As a result, the colleges dictate what a pupil in the secondary school may be taught during the sixteen

course-hours (4 courses each year for four years) of the four-year high-school period.

A brief examination of the admission requirements of these colleges shows that mathematics, foreign languages, and English still form the backbone of the disciplines demanded by the college. The sciences and the histories are tolerated stepchildren. The arts, the handicrafts, and the appreciative subjects which contribute to avocational interests, cultural background, and creative leisure-time pursuits find little or no acceptance as matriculation units. While the secondary schools are becoming increasingly aware of the need for training for wise use of the rapidly increasing leisure of our new national economy, their efforts are constantly weakened by the refusal of the colleges to recognize that the problem exists.

While it is true that less than half the students in our high schools are even remotely candidates for colleges, the college preparatory program exerts an inhibiting influence upon the courses offered by all but

the larger metropolitan high schools. Few schools enrolling under 500 pupils can afford to offer more than one major program leading towards graduation. The social prestige of "going to college" is such that tax-paying and fee-paying parents demand that pupils be allowed to take those courses recognized by the colleges as matriculation units. Thus the colleges determine the secondary-school program for many pupils who will never apply for admission, at the same time that they prevent attempts to improve by experimentation the preparatory teaching of pupils who will constitute the next college generation.

Although many colleges allow some variety in the courses which may be presented as admission units, these courses must all conform to certain outlines established or approved by them. In a majority of the colleges, no machinery exists for evaluating courses which deviate from the set forms. Attempts to meet leisure-time needs for college preparatory students must be with courses, required or elective, *over and above* what is generally considered a normal pupil load.

Some of us in secondary schools feel that the need is so great that it must be met regardless, and find that it is entirely possible to supplement the usual college preparatory course with electives calculated to arouse in children permanent interests of a creative or self-expressive nature. In carrying out such a program in Bronxville we have found it desirable to carry on, at the same time, a program of community education pointing out the reasons for the inclusion of these experiences. The young people themselves, as evidenced by letters from those now in college, are appreciative of the training of this type which we have offered. It is our belief that they will be more so when, as adults, they find that they have interests and skills which may lead into hobbies and other leisure-time or recreational interests.

Books in the New Leisure

DOROTHY I. MULGRAVE

EDITOR'S NOTE: *Dorothy I. Mulgrave is Assistant Professor of Education in the School of Education of New York University. She has actually achieved the seemingly unachievable by getting students enthusiastic about spoken and written English. Her wide knowledge of English literature and her intimate touch with the theater gives a word from her about the place of books in the new leisure added emphasis.* J.B.N.

THE MACHINE AGE, subsequent shorter working hours, even our economic chaos, all have hastened the onset of a new era in which the individual will have leisure to fulfill his highest destiny. The educational implications inherent in this new era are so numerous and so grave that even the most reactionary educators can scarcely fail to be stirred out of their lethargy in coping with present needs of adolescents living in a world where five-hour days and five-day weeks are already being taken for granted.

Although many of us might be willing to say that the radio and the movies might possibly become a cultural substitute for books, few of us would be willing to agree to such a thesis at the present ebb of either synthetic art. Along with radio and the movies, bridge, clubs, dancing, motoring, increased use of the telephone, all compete with books for leisure-time attention.

Merely to know that a sum approximating \$150,000,000 is spent yearly for books, exclusive of magazines and newspapers, in the United States is likely to salve the average conscience. To compare, however, the amount spent for reading with the statistics on other items is to be appalled at our comparative illiteracy: "The national bill for soft drinks is eleven times as large as the public-library bill; the radio bill twelve and one half times as large; the moving picture bill twenty-two times as large; and the candy bill twenty-eight times as large as the public-library bill." The amount spent for greeting cards is considerably more than the

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amount spent for books. If the estimate that Americans spend on automobile pleasure touring \$3,000,000,000 a year is correct, the amount is about twenty times as great as the amount for recreational reading.

It would be unwise to present these figures as an indictment of our national taste. From the standpoint of education, however, it is impossible to gloss over them. We can scarcely fail to be impressed, or appalled, by the fact that in three weeks, or four, almost our entire population attends the motion pictures, thereby spending as much in a month as they spend for books in an entire year.

In the richest country in the world, where the cost of education exceeds that of any other country, the average purchase of books yearly is two per capita. By dint of generosity in computation, it has been estimated that including books bought, books borrowed from libraries or friends, the total books read might be raised to seven per capita. Duffus in his book called *Books, Their Place in a Democracy*,¹ says:

If we were to make a distribution curve—it would probably show that a relatively small percentage of Americans read much more than seven books a year, that a relatively large percentage read much less, and that many millions, after their school days are over, read none at all. . . . But, all errors of amateur mathematics aside, it is plain that we are not a book-reading nation.

The question which arises from the study of Mr. Duffus is naturally: Why are there many millions who after their school days read none at all? Perhaps Dr. Judd answered the question partially when he said:

There are a great many people who are afraid of reading. . . . They dislike reading and avoid it except when driven to it by the most urgent motives. If one examines such people, one often finds that in a formal sense they can read, but they read slowly and with tension. Such poor readers are

readily fatigued and they avoid reading. . . . Among high-school pupils and even among college students cases are found where a genuine dread of books results from poor training in reading. The presence of a reluctance to make use of books must be very widespread among the general population.

Apart from poor training in reading which may result from poor reading methods in the elementary schools and from undiscovered visual difficulties, there is another tenet to be kept in mind. Everett Dean Martin expressed one of our great needs in education in the phrase:

. . . learning which is discontinued when one leaves school has been for the most part wasted effort. Education is not culture unless outside college halls it is a permanent and widespread interest which makes a difference in the tastes and habits of thought of the community.²

Unless desirable emotionalized attitudes are established while pupils are in school, it is difficult to be optimistic about their enjoyment of worth-while literature out of school. Literature is far too likely to fall into the class of subjects "had" and "passed" at school with no relation to life after leaving school; hence, the years spent in the study of literature in school are likely, so far as a real love of books is concerned, to represent irreparable and alarming extravagance. If this extravagance is to be averted, the fundamental thesis to be utilized is that "the curriculum is not books, but experiences. The educational value is always *what happens in one when he reads.*"³

Every child in a class in literature is developing general attitudes regarding literature and these attitudes are contingent to a large degree upon the emotional slant presented by the teacher. If she tries to disregard this important phase by careful parsing, detailed analysis, author's motives, and other enthusiasm-killing devices, she is

¹ R. L. Duffus, *Books, Their Place in a Democracy* (New York: Houghton Mifflin Company, 1930), xii+225 pages.

² Everett Dean Martin, *The Meaning of a Liberal Education* (New York: W. W. Norton Company, 1926), xi+319 pages.

³ F. W. Bobbitt, *How to Make a Curriculum* (New York: Houghton Mifflin Company, 1924), 292 pages.

aiding in the setting up of responses which are likely to determine to a large extent all future responses in the field of literature. If desirable emotionalized attitudes are not built up during the junior-high-school period, it is difficult to be assured that the mind-sets formed will suddenly be magically transformed in the senior high school or college.

Until a sympathetic attitude is injected into the courses in literature together with a genuine, spontaneous appreciation of the emotional side, there can be no active and sincere appreciation on the part of children. For this appreciation will be substituted what evidently has been substituted for many years—a polite acceptance by pupils of what the school offers with no attempt to continue in out-of-school time the activities presumably fostered in in-school work. It is possible for a student to have had and passed all the courses required of him in English in high school without knowing anything about the book sections in the *Sunday Times* or the *Herald Tribune*, book reviews in magazines, or the use of libraries. It is possible for a student to dislike literature because it has no contact with his personal life.

One instance of a rather radical change in point of view is that of a college student who came to the author's attention three or four years ago. He had waited until his last year to register for the course in literature because he "hated poetry." The class started with Carl Sandburg and the student who hated poetry had worked in a steel mill. While he tried to retain his original aversion to poetry, he could not deny that Sandburg knew steel mills as well as he himself did. Before the end of one semester this student had written approximately twenty poems. He may never appreciate *Paradise Lost* or Dante's *Divina Comedia* or many other so-called classics, but, as Walpole has so well said, these books "may

be the twin dominating peaks of a glorious reign but they are nothing to you whatever if you happen to be looking the other way."

It is necessary, first of all, for teachers of literature themselves to possess a sincere appreciation of the literary works in which they are striving to interest students. This appreciation cannot be taught by any fixed course of study, or by any cut-and-dried textbook method. It must be an outgrowth of a rich emotional and appreciational background. Appreciation, however, is not something which can be memorized, or formalized, or taught by mere recitation or subject matter. It is an elusive factor, fostered by enthusiasms and desirable emotionalized attitudes and sympathetic understanding of individual choices. Teachers of literature must read widely and appreciate deeply. They must be able to read aloud to classes in such a way that the beauty of sound in literature will not all be lost through our fetish of silent reading. Teachers of literature must enjoy browsing through books. They must be able to direct students to sources for material. They must be willing to share constantly and joyously their own appreciation.

The competition of books with radio, bridge, movies, and other recreational devices is keen; if books are to have a fair chance we must stimulate a love for them and a desire to browse among them. Walpole, in his delightful essay on reading says:

Libraries should be penetrated with the love of books, so that when you enter a room where the books are the air is warm with a kind of delicious humanity, and the books have been always so affectionately treated that, like the right kind of dog, they know no fear and yet have their fitting dignity.

The love of books engendered by the kind of atmosphere Walpole describes so beautifully is not brought about by the curse of "required reading." We must think of literature in terms not of an object of study

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but rather a mode of pleasure and an interpretation of life. The junior-high-school literature to meet the exigencies of the new leisure must be judged by its value as pulsive, vicarious experiencing.

Obstacles To Education For Leisure

E. D. GRIZZELL

EDITOR'S NOTE: *Professor E. D. Grizzell is chairman of the Commission on Secondary Schools of the Middle States Association of Colleges and Secondary Schools. He pleads for a theory in education for democracy to be dedicated to the principle of individual freedom in education for leisure.*
J.B.N.

THE NATIONAL IDEALS of America have become saturated with the spirit of industrialism. Principles of organization and management developed by efficiency experts and applied to the work of the nation have been adopted by promoters of vacations, holiday excursions, social functions, musical, dramatic, and other cultural and non-cultural entertainment of the tired and bored average citizen. If he had left any longing for individual freedom or any initiative in planning and managing his own leisure activities, he would find great difficulty in avoiding conflict with the agencies of "industrialized" leisure. Is there not somewhere, in the theory of education for democracy, a category to be dedicated to the principle of individual freedom in education for leisure?

American critics of American education deplore the low levels of interest and achievement in literature and music and other art expression on the part of American youth, especially the product of the secondary school. Those same critics would be the first to deplore radical modification of the present program of secondary education which would allow a reasonable measure of individual freedom for the youth and his teachers to plan his own educational program. If secondary education

is allowed to be adapted to the individual, before these conservators of American society know it, there will be no approved pattern. This would be dangerous and undemocratic!

A national commission, some fifteen years ago, recognized "worthy use of leisure" as one of the mystical *seven* objectives of American secondary education. Even this recognition was expressed in qualifying terms; it must be "worthy." A program of leisure education must be formulated and adopted. The result has been a feeble attempt to introduce an array of extracurricular activities that at the outset, by their very designation as *extracurricular*, were depreciated in value. The curriculum, because of tradition and the demands of formal requirements set by governmental and certain nongovernmental agencies, must recognize only the highly formalized subjects of instruction. There is apparently no acceptable way of learning for leisure except according to a standardized pattern.

Education for leisure cannot be standardized and neither can it be relegated to the realm of the extracurricular. It is not, moreover, a mere smattering of contact with standard classics and music and art. It is not just "cultural" education. Education for leisure is in large measure mastery in terms of abilities the exercise of which will give pleasure, pleasure of such a high degree that it will compel participation during periods of release from the demands of necessary labor.

The nature of the outcomes of education for leisure is such that they are influenced by the total program of secondary education both within and without the school. It is of fundamental importance that these interrelations be recognized and that secondary education in America find a better way of achieving its purposes than now afforded in its present standardized curriculum requiring four years of academic servitude.

SPEECH OUTLINE FOR SURE-FIRE HIT BEFORE ANY CONVENTION OF OLD-LINE PEDAGOGUES

JONATHAN OLDQUILL

EDITOR'S NOTE: Apparently Mr. Oldquill attended the Minneapolis Convention and got a serious case of ptomaine poison—or somethin'. This article will appeal to all other nauseated listeners to, and readers of, educational oratory; it may encourage those who have had hopes of "making the headlines" by denouncing Dewey to desist from the attempt. A.D.W.

MANY prominent professors of education raised index fingers to heaven and denounced vehemently this and that before the general sessions of the National Education Association in Minneapolis. One professor of education ended his oration with the defiant challenge, "I had rather be right than be progressive!" Previously he had been linking the increase of youth crimes with the rise of progressive education. He also reminded the delegates that on that same platform thirty years before he had denounced the same things. Another professor of education came to the climax of his oration with the ringing cry, "Dewey has deceived a whole generation!"

The progressive-education groups met in regional conferences this year, so we were without the "big wigwam" and its inevitable parade of orators defying the enlightenment. (Psychiatrists will recognize the "Atlas complex.") We missed them, for even in the regional conferences we met around tables in small groups to discuss the problems of educating the youth of the land; the orators could have no place there. In a hall on a platform is where they flourish, something always suggestive of camp meeting ground; in quiet discussion of real problems they appear even more ridiculous than they really are.

The orator defying the enlightenment is one of the necessary ingredients of the American scene. We need him to lull the masses, to entertain, to stir up slow programs, to glorify the unrefined; and, in addition, he serves to restore to us that personal devil without which no genuine ora-

torical battle can flourish, for your successful orator never fails to attack, be it rum, monarchy, bolshevism, or progressive education, and his enemy, under whatever disguise, is always the old "all evil" himself.

So in the following outline for a sure-fire hit before any convention of old-line pedagogues, we give you a formula to keep the orator alive. It is only an outline, of course; the orator himself must furnish the filling, the deep-breathing, and the sky-pointing gestures.

INTRODUCTION

Ladies and gentlemen: (1) Modern poetry is neither modern nor is it poetry. Ancient history is neither ancient nor is it history. The old oaken bucket is not old nor is it oaken nor a bucket. These wisecracks are neither wise nor are they cracks. (2) The old gray mare is not what she used to be, and she never was.

GETTING GOING

(1) I have not changed my mind on a number of things in thirty years, which proves that I have not changed my mind on a number of things in thirty years. (2) I have objected to more things that happened to happen and have been in favor of fewer, if any, which proves that I have objected to more things that have happened to happen and have favored fewer if any. (3) A Colonial governor once thanked God that no printing press had been set up in his jurisdiction, and now William Randolph Hearst works one in every city of that State. Think that over, folks and friends.

A SPEECH OUTLINE

HOT SHOT

Now for some cold and merciless statistics (just to show that we can handle them too, although we have always been opposed to them). (1) Eighty-five per cent of the members of the Anglican and Catholic churches were sprinkled in infancy. (2) Ninety-four per cent of the colored people of Harlem are not white. (3) Mussolini is an Italian. (4) So are many other Italians. (5) One hundred per cent of the graduates of American high schools have attended at least two years in some school of secondary grade. (6) These are facts ladies and gentlemen, and the deductions therefrom are inevitable, incontrovertible, and, like the butterflies and the flowers of spring, so dear to the heart of the progressives in education, they have little or nothing to do with the case.

CLIMAX

(1) Prominent physicians advocate in full-page advertisements the necessity of a daily yeast cake. My slogan to the youth of America will never be, "Go yeast, young man." (2) The cause of the rise of crime among the young is directly traceable to the rise of the aeroplane. They came together; they went up together; they continue to increase together. The correlation is perfect, conclusive, and therefore causal. (3) The spirit of progressive education, although not always under that label, has been back of the abandonment of the four years' compulsory Greek for the A.B. degree; back of coeducation; the reduction of use of the whip as a learning motivation; the raising of the preparatory standards for students of law, medicine, dentistry, and pharmacy; the increase in high-school and college enrollment, greater in magnitude than even the corresponding rally to education during the revival of learning; back of the reduction in national illiteracy; the elimination of child labor; the discovery of the moron and the normal distribution curve; summer camps; central

heating and sanitary plumbing; modern surgery; skyscrapers; electric elevators; the four-wheel brake; votes for women; back of and responsible for professors of education; the frigidaire; the prognostic and diagnostic tests; the discussion recitation; happy active childhood in school; daylight saving; mental hygiene; school clinics; the lessened hours of labor; and many other improvements in social living to which my kind have brought all the power of their oratory to defeat; and therefore I risk the loss of friendship and the enmity of the pious by objecting still to all and sundry. And I do not exclude the use of novocaine in dental operations; what this generation needs is the painful discipline of blood and iron. (4) And if that be treason, let him who will be clever.

CONCLUSION

(1) I had rather be right than be obese. I had rather be right than be ridiculous. I had rather be right than be wrong. I had rather be right-handed than left-handed. I had rather be right than be cockeyed. I had rather be right than be a Republican. Or Presbyterian. I had rather be right, much rather, than be left. I had rather be right than be Texas Guinan. (2) I hope you realize that this is logical reasoning, the kind we learned in the old days when we studied the school subject called Logic and really knew the difference between a universal affirmative and a particular negative. So (3) I had rather be right than be damned. I had rather be right than be dumb. I had rather be right than be intelligent. I had rather make vehement speeches of illogical, intemperate, and undisciplined denunciation than be right.

ANTICLIMAX

I. And finally, ladies and gentlemen, I say to you that (1) John Dewey, Jane Addams, and Warden Lawes have deceived a whole generation. (2) Before that time Charles De Garmo and Johann Friederich Herbart

deceived another whole generation. (3) Froebel and Pestalozzi deceived another whole generation. (4) The *Institutio Oratoria* of Marcus Fabius Quintilianus deceived another whole generation. (5) Matthew, Mark, Luke and John, with their easy sympathy for the lowly, have deceived countless other whole generations. II. (1) It is very easy, ladies and gentlemen, to deceive a whole generation. (2) Of course I personally would not deceive you for the world. (3) It just so happens, ladies and gentlemen, that I am the only person in this generation who ever got a real good tail hold on the glorious Bird of Truth.

A group of the old boys, we happen to know, has combined to do battle with modernism generally, and they do not intend to call it anything but Devil-begot. These men are eloquent and persuasive; they know all the tricks of getting the mob to cheer and to believe. They are honest and sincere, of

course, with something of the acetic acidity of the moral reformer; yet their argument is almost wholly *ad hominem*, besides being manifestly illogical, evasive, clever, dogmatic, and prejudiced; and there is no heart for youth in any of them.

They sound convincing on the public platform and they do convince; but their words when examined are little more than noise. In this article we have parodied their thinking so exactly that one may see their mental processes at a glance.

Some of these boys were held up for a laugh twenty years ago in that delightful *Joysome History of Education* recently republished by A. G. Seiler, Teachers College Bookshop, New York City. We fancy they could stand another laugh; surely they have gone out of their way to invite it. The attack on Dewey—"Dewey has deceived a whole generation!"—was certainly a little below the belt.

THE TRANSIENT ADOLESCENT BOY

VIERLING KERSEY

EDITOR'S NOTE: Vierling Kersey, formerly with the school system in Los Angeles, California, is now Superintendent of Public Instruction in the State of California. This timely note coming from a recognized authority in the social field presents to us one of the challenging problems of the day.
J.B.N.

THE FOLLOWING INFORMATION gives the results of a questionnaire sent out by a committee appointed in the Department of Education to study the problem of the transient adolescent boy.

The Southern Pacific Company reports that it is transporting at any one given time about 10,000 men and boys, and has ejected 25,000 from the trains during the month of December. The average age of these men is from 18 to 30 years; approximately 20 per cent are under 20, while some are as young as 14.

The secretary of the Young Men's Christian Association at Berkeley reports an estimate of 10 penniless boys arriving each day of an age between 14 and 20. They are given beds and food.

The probation officer of San Luis Obispo County states that 52 boys arrived during the past six months of an age between 14 and 19, a few younger. These boys have no clothing, no relatives, no money, and no work. The city and county give them food and temporary shelter.

The secretary of the Young Men's Christian Association in San Francisco reports that resident and transient boys of 18 years and under are referred to that association for housing only. No recreation is offered except the swimming pool. The Community Chest allows 35 cents a bed for this service. The Y.M.C.A. is housing an average of 20 boys 18 years of age and under per night, with about five new cases each day. There

are four shelter camps around San Francisco with 500 beds each. The adjustment bureau gives the boys two meal tickets each day of 15 and 20 cents on cafeteria. Meal and housing tickets must be renewed each day.

The chief probation officer of Los Angeles County reports concerning boys not merely transient but in trouble. The ages 15, 16, and 17 years present most of the delinquencies. More than 50 per cent of these had a previous criminal record of burglary, petty theft, drunkenness, or auto theft.

There has been for one year in Los Angeles County a forestry camp to which boys are committed in lieu of sending them to the Preston School of Industry. Here they are given board and room and permitted to earn 50 cents a day to pay transportation home. There have been 125 boys in the camp. It cost \$25,000 to operate to July 1, 1932, and \$13,000 since July 1, 1932. These sums include capital outlay for buildings and equipment. This experiment is not solving the problem as the police department is "floating" from 50 to 75 boys out of Los Angeles every week.

The Community Boys' Lodge in Los Angeles has a capacity of 50 boys. Those living there at present come from 48 States. This lodge can in no way meet its demands. The vagrancy squad of the Los Angeles police department has made an average of 100 arrests a day since last August. Fifteen per cent of these are boys under 18.

CORRECT ENGLISH FOR MODERN NEEDS

ROBERT C. POOLEY

EDITOR'S NOTE: "I seen in the papers where the National Council of Teachers of English has expressed theirselves in favor of greater latitude in speech" writes First Grammarian in the Saturday Evening Post. Mr. Pooley of the University of Wisconsin, second vice president of the council, tells us about the recent meeting. F.E.L.

THE COLUMNS of Associated Press newspapers were filled towards the close of November with long and short articles headed "English Teachers Lower Standards," "Better Middle-Class English," "Correctness Not Important Say English Teachers," and the magazine *Time*, in addition to an article, printed a satiric poem concluding:

Better middle-class English we'll teach in our schools,
And correct composition we'll leave to the fools
Who are picayune, narrow, and nasty enough
To insist that their pupils must master such stuff.

To the general public such articles are merely further evidence of the absurdities of school teachers, and are dismissed with a shrug of amused contempt. But the English teacher, the supervisor, and the administrator cannot dismiss them so lightly; they are obliged to take a stand on such matters, not only in shaping the program of English instruction in the schools, but frequently in defending their position to the local public. It is imperative, therefore, that teachers and administrators know at first hand what the English teachers are up to, and what the actual facts are behind the newspaper scareheads. To present those facts is the purpose of this article.

Well over a thousand English teachers from all parts of the United States met for a three-day conference at Memphis, Tennessee, in the latter part of November. These teachers represented all levels of the educational ladder from the first grade to the graduate school, and all shades of opinion with regard to English from the most unswerving conservatism to the most startling liberalism. In the course of the business at a general program there was presented a

memorial to the late Professor Sterling A. Leonard, a past president of the English Council and one of its most distinguished members. This memorial was the publication posthumously of his last research project, a volume entitled *Current English Usage*, specific reference to which will follow. The National Council of Teachers of English in presenting this volume to the public initiated a series of research monographs which will probably be augmented by at least one volume each year. The Council endorses its monographs merely as the intelligent and noteworthy research of individuals or groups, without responsibility for the content. The conception given by the newspapers then, of English teachers sitting in solemn legislative conclave over items of English usage, passing this and rejecting that, is as false as it is ludicrous. As a matter of fact, there was a great deal of dissenting opinion regarding the Leonard monograph, and violent objection to parts of it by some members of the Council, so that any idea of unanimous endorsement was out of the question, even were it desirable.

Nevertheless, the Leonard monograph stands as a symbol of a spirit and attitude in the teaching of English which will have far-reaching influence in determining the course of study and content of English instruction in the future. Not only in its specific findings, which are significant enough, but in the attitude and method of approach to usage problems it is by far the most important document of recent times.

From the day that it became an independent and literary language, English has been torn between two opposing forces which have shaped it and will continue to shape it

CORRECT ENGLISH FOR MODERN NEEDS

as long as English is spoken. One force is the natural growth and change of the language as the social tool of the English speaking people; slowly but inexorably it changes, modified phonetically, structurally, and syntactically year by year. This is the history of every language, from which there is no escape. The opposing force is the reactionary influence of rules, standards, and class distinctions, which aim at selecting, approving, and fixing certain desirable forms from among those in common use. These two forces are essential to the health of the language. A language divorced from the organic life of the people soon becomes weak and lifeless; on the other hand, a language restrained by no rules, by no social standards, splits up into minor dialects and eventually defeats its chief purpose—of communication. The desirable outcome, therefore, is not to eliminate one or the other force, nor to support one to the exclusion of the other, but rather to arrive at a satisfactory synthesis of the two. Unfortunately, the influence of grammarians and teachers ever since the eighteenth century has been almost exclusively on the side of restraint and fixation, with a consequent ever-widening breach between the "standard" language and the organic growth of English itself.

Pressed with the need for standards of correctness in English use, the grammarians and teachers have turned to the most obvious and dependable source, the language of books. When a man writes a book, he writes carefully and tries to express himself as clearly and correctly as possible. Since this is so, said the teachers, let us look at all books and derive from the English in them a standard that will always be good. This they did, and for two centuries, and even today, the general standard taught as correct English is the English of books, the literary tradition.

Now this language of books is a beautiful thing; it is formal, correct, clear-cut

language; it is refined and cultivated; and a knowledge of it and ability to use it easily mark a man or woman as cultivated and educated. But it has decided drawbacks as a general standard of correct English to teach in our schools or to apply to the English we use in the affairs of everyday life. To begin with, it is too stiff and prim. It sounds bookish; what we need for everyday use is a live, crisp, brisk English which will convey easily and efficiently the ideas we wish to express in the affairs of business or the home. As a matter of fact, although the theory of correctness derived from books has been taught in our schools for many years, it has never been totally accepted in actual practice by the great majority of educated people. There has been another standard, which I shall point out later, and the confusion between these two has caused a great deal of the present perplexity about what English is correct.

In the second place, the bookish tradition of correct English is always behind the times. Our standards used today in the school books on English are derived very largely from a study of English written in the years between 1900 and 1910, so we are really twenty years behind in our standard of correct English. But English is constantly changing—there are new words, new ways of saying things; similarly some words have disappeared and some constructions have become obsolete. It is obviously wrong to use as a standard of correctness for today a style of language determined twenty years ago.

In the third place, the bookish theory of correct English is too narrow and too aristocratic. It is a standard which can be applied thoroughly by only a relatively few highly educated people, but in a great democratic nation like ours there must be a standard less rigorous, less narrow, to provide a model of correct English for the people of our nation who have a fair education and who wish to speak correctly and accurately.

We know now that such a standard must be equally cognizant of the opposing forces of change and regimentation; it must be democratic and not aristocratic; and it must be up-to-date.

Among the pioneer studies seeking to provide the objective data for a modern standard of correct English, the Leonard monograph, *Current English Usage*, will stand as a monument. Taking as its basic assumption the technique of the scientist who watches his test tubes in the laboratory or the astronomer who follows the movements of the stars, it turns directly to the language of today to ascertain how English is spoken and written, not by authors and platform speakers alone, but by the great body of reasonably educated American people. It contains two thorough, authoritative studies, one on the use of disputed words and phrases and the other on modern punctuation.

The study on punctuation was made by asking all the great publishers of America and England just how they punctuated the books which came from their presses. There are two results from this study which are very surprising; the first is that the publishers vary widely in the use of punctuation, so that very few agree on many points; and the second, of great significance to educators, is that many of the rules about punctuation in our school books may be taken out or ignored, because they do not represent the general practice of the leading publishers. Here, as may be seen, is the first authoritative statement on punctuation in recent

times, based exclusively on the actual practice of those who determine punctuation, the publishers.

The study on the use of words was conducted by sending lists of doubtful expressions to groups of representative people—grammarians, teachers, professional men, business men, and editors—who were asked to vote on the expressions as they heard them used today by people of average education. Any expression which 75 per cent of these judges agreed upon as correct is listed as correct English for today; any expression which 75 per cent agreed upon as incorrect is listed so. The others are rated as doubtful, together with the comments for and against, to aid the average user in making his decision. The aim of the study is not to make certain forms correct and others incorrect; it is to show how one may arrive at a standard of good current English by the objective study of specific language forms. The Leonard monograph is only a beginning; we need more studies, to know more facts; but we have at least a scientific attitude and practical method in determining what correct English is, to use as a standard in our schools and in the affairs of business and social life. The National Council of Teachers of English in presenting this report to the public is not legislating in the use of English, nor endorsing this or that specific item, but is proud to make accessible a scholarly work pointing the way to a scientific, objective, and modern standard of correctness in English.

THE PRINCIPAL AND THE NEW TEACHER

ARTHUR M. SEYBOLD

EDITOR'S NOTE: "It has often appeared to me that principals are more interested in developing the professional interests of their new teachers to the exclusion of their cultural and social interests," writes Mr. Seybold. He relates here how he handles this problem. F.E.L.

NEW TEACHERS enter our profession each year and are placed in school systems where they are lost in a maze of bewildering perplexities. These inexperienced young men and women come to us with a wealth of possibilities that we cannot afford to ignore. It is my purpose to list some of the difficulties which may be encountered by these new teachers, to enumerate *seriatim* the duties of the principal, and to give mention to a few of the practices which I have found helpful in inducting new teachers into service.

One of the first difficulties which the new teacher encounters is the problem of orientation. Normal and college training has given the beginning teacher a comprehensive theoretical preparation for her new tasks but has placed few practical tools at her immediate disposal. The new teacher may be called upon to show definite knowledge of home-room procedure, she may be asked to sponsor a club, she may be thrust abruptly into a complex system of record keeping, attendance forms, and pupil accounting, she may be asked to participate in guidance programs, one hundred per cent drives, or athletic rallies, and she may be requested to entertain a parent association. College training takes little note of these complex duties. It seems that experience alone can bring to the teacher the information most needed in meeting situations of this kind.

The principal, because of his enriched experience, may anticipate some of the problems which beset the new teacher. One of the first matters requiring solution by the new teacher is one of orientation. I have always sought early conferences with the new members of my faculty. The week preceding the opening of school is most prac-

ticable. This date places the conference at a time conveniently near the incumbency of new tasks and it also makes possible a convenient adjustment of rooming and boarding facilities with but one trip to the new place of work.

Let me list a few details which should be discussed at this conference. I am always eager to see that my new teachers are placed in comfortable quarters. Teachers of experience may be asked for information concerning places suitable for congenial living. It is best not to bring this matter to a speedy termination. The problems of expense, tastes, personalities of companions, and of transportation all enter into the consideration of the young teacher who is desirous of making no breach of social or professional etiquette. The principal can help so easily by supplying the necessary information and by letting the teacher fulfill her needs as she chooses.

At this first meeting, also, information about the school should be given. This information could be placed in a handbook or listed in mimeographed form so that various items could be read later when the teacher will have immediate use for the directions supplied. I have found that the items needed are so numerous that it is impossible to achieve an adequate exposition in one meeting. The important details which the new teacher may encounter during the first week should be brought to her attention. The long list of detailed duties should be described only in brief. Confusion is thus avoided and a feeling of security is given to the beginner. Nothing is more bewildering than the clamor of a *minutiae* of rules and the inability of sensing the order of their importance or the best method of attacking them.

Book lists, the marking system used, evaluation cards of all types, information pertaining to school registers and attendance checking are matters to be given space in the bulletin. More stress, however, should be placed upon the philosophy of education sponsored by the building or the school system than upon routine procedure. If the teacher is expected to stress the acquisition of facts and skills she must know this. If she is to be given the liberty of following her own bent this should be clearly determined in the first conference. If she is to pursue a progressive program of education in which activities projects are desired, she should be brought to face the necessities of this type of work. Whatever policy the school may follow must be adequately described and initial steps to orient the new teacher in the program should be made.

I have seldom visited my new teachers on the first day of school. Two or three days are required in the initial struggle with names, lesson assignments, and discipline problems. I may catch them when they are leaving the building at the close of the day's work. A word of cheer or of friendly greeting is all that I attempt to give. Near the close of the first week or at the beginning of the second comes the time for the first visit. I like to spend the whole period in the recitation room if signs of fear or timidity are not too manifest. If fear or embarrassment are evident, I slip quietly out of the room and return for a longer period on the next day. The first visit is given to the express purpose of establishing a friendly relationship between myself and the new teacher. Advice for improvement will come after the teacher is more firmly established in her work. A discussion of the apperceptive mass of our children or an exposition of the social status of the parents is of great aid to the new teacher at this stage of her development.

Wise guidance is so necessary during the

first month of the young teacher's growth. The assistance of an outstanding experienced teacher is most helpful here. A teacher who has succeeded and who is recognized as a leader in the profession may emphasize many details the principal cannot find time to stress or may have forgotten the necessity of stressing. If a friendship can be established between the strong teacher and the new teacher a great gain has been made in the beginner's development. The new teacher may fear children in the numbers which our crowded conditions have thrust upon us. The teacher of experience may assist in showing how to administer large classes with facility. The beginner may seek to hide her problems, attempting to fight through her own difficulties alone. The strong teacher will discover these difficulties and will take steps towards the solution of them.

I recall a most interesting illustration of this type. A young teacher had joined our faculty one fall. She had been assigned six classes of superior and average ability, a task for which she was adequately prepared. During the first week, through a careless adjustment by the administration, the young girl was placed in charge of a large study hall. It was not long before the discipline problem of the study hall became a most trying ordeal. It was not until the sponsor teacher burst into my office with a lengthy lecture of disapproval that the matter was brought forcibly to my attention. The experienced teacher took the study hall and gave her best class to the beginning teacher. It was an act of service to the school that I have never forgotten. The sponsor teacher voluntarily added a serious discipline problem to a school day which had been too full of stress before the added duty was assumed. The result was worth the sacrifice. The new teacher soon achieved national distinction. Her success is clearly attributable to the guidance of her friend in spite of the negligence of her principal.

THE PRINCIPAL AND THE NEW TEACHER

It has often appeared to me that principals are more interested in developing the professional interests of their new teachers to the exclusion of their cultural and social interests. I should not advocate the necessity of directing all of the social contacts of the young men and women in my faculty. They are usually fully able to take care of themselves. There are teachers, however, who need direction. The principal of a large school has many opportunities for helpful assistance in critical periods in the lives of his young teachers. These occasions must be recognized when they arise. Many teachers may be given happy social contacts by the principal who has the human wisdom to meet delicate personal situations in a tactful way. Teachers who come from distant places and who are temporarily lonesome are often very grateful for invitations to dinner or rides in which the family car introduces one's wife to delightful young folks and youths to pleasing landscapes. Young married men who have moved into large cities from smaller towns are often pleased when they are introduced to the right churches, clubs, or friendly groups. Their wives may be spared a year of lonesome social inactivity if the principal properly guides the family into pleasant contacts.

Another important duty of the principal is to keep his young teachers free from an early sentimental pessimism. An abrupt awakening always comes to the beginning teacher when she is placed in contact with realities. A distorted conception of the profession, a most unhappy *weltschmerz* may result if the principal is not alert and ready with helpful advice at the right moment.

I have attempted to obviate this state of mind by acquainting my young teachers with this possible difficulty before it is actually encountered. Frequently fine young folk come to our schools early in September eager to revolutionize the whole field of education during their first year of work. They have

been attending college for four years. They have discussed the newest methods of teaching, and they are eager to put these new methods into practice. They have pictured with subtle touches of creative imagination the fine task of instructing eager children in an idealistic setting. These children all love their teacher, they are quiet and well mannered, and they are intensely interested in all matters of refinement and study. In my preliminary conferences I frequently enucleate reality in the following manner:

"Did you ever have a teacher who sat behind her desk as rigidly as a yard stick, scowling over horn-rimmed spectacles at every movement in the schoolroom?" I ask.

"I can recall several types like the one you have described," the young teachers answer.

"Do you want to be like that when you are forty?" I then inquire.

"No, that is not the way I want to look," they venture hesitatingly, "I wish to grow old like Rabbi Ben Ezra, keeping a kind, beneficent personality."

"Well that is just the countenance I want you to observe in your mirror twenty years from now," I reply. "It is easy to keep your vision if you try hard. Of course, you will remember that any contact with realities is always attended with changed conceptions of things. There is pain, there is sorrow, and there is sin in childhood. We live in a real world not in a Utopia. Children are subjected to the innumerable influences which encompass them, and many children whom you may teach have had contacts more sordid than any you have known. Learn this new environment of your new, real child world, and bring to it the years of culture and refinement which have come to you. In this task you will encounter teachers who have lost their zest for teaching. They will smile superciliously at your careful efforts and they will frequently bring you to periods of doubt and unhappy questioning. Listen po-

lately to these misanthropes but do not follow their words of advice; search for those whom children love, those whose influence has permeated the whole school in which you work. These teachers will give you the truth. These teachers will help you to retain your vision. These teachers will bring to you a flexibility and an understanding which will make it possible for you to escape the rigidity you have deplored in your more exacting instructors."

In my work as an administrator and as a teacher of graduate courses in universities I have often employed another agency to stimulate growth in young teachers. I frequently appeal to the aptitude for written expression. Teachers, especially those just entering service, should be encouraged to give written expression to their successful projects and experiments. I know of no device which brings more immediate satisfaction than the published account of a successful teaching experience. All of us like recognition and the youthful teacher is no exception. I have assisted young men and women to publish articles which have been widely read with interest and profit by our profession. I recall one article which was brought to a most pleasing termination in a well-known educational magazine by a teacher of one year of experience. The exposition and the technique of the beginner was just as finished as the work of one of long experience. The commendation of her professional friends helped to bring this young woman into ways of mastery in the art of teaching. The principal will do well to stimulate this practice in the young members of his staff.

Helpful suggestions which may lead to creative teaching are invaluable in the development of young teachers. Happiness in one's work is always encountered when the personality of the doer is found in the things which he does. Each teacher possesses attributes which are developed to degrees of

unusual strength. These abilities must be called into use by the principal. Some teachers have aptitudes for directing pageants or presenting plays. Opportunities for the exercise of this talent must be brought to them. Some young women are enthusiastic about the educational uses of pantomime and dancing. It is not difficult to arrange a setting for this agency. Other youthful teachers of high intellectual caliber are well adapted to the technique of experimentation. They are fearless and often attempt problems impossible to those who are inhibited by known barriers and traditions. Many beginners are now imbued with a zeal for creative art, creative music, and creative writing. The principal should guide these enthusiasts wisely, but, by all means, he should give them avenues for effective release.

We cannot overemphasize this attempt to encourage creative teaching. Teachers in many of our modern schools are not given adequate opportunities for self-recognition. The press of the daily task is severe. Classes pass with the patter of many feet through our halls and auditoriums. Schedules click with nice exactness, students come and go with a discriminating devotion to precision, and the weaving mass of humanity, responding to the call of bell and gong, is all but enmeshed in the whirl of many wheels. Teachers have become enamored with motion, they have become so engrossed in mechanized procedure that they seldom protest against the futility of their condition. Here and there voices of revolt are audible and insistent demands for recognition are heard. Principals are then compelled to seek the cause of insistent discontent and they are forced to find remedies for its alleviation.

Why have administrators forgotten their own experiences? They too struggled against the same inhibiting forces, but they do not remember the barriers they have crossed. Let them recall their own early struggles. Let them study the faces of their young

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teachers for records of a similar creative evolution. Expressions of displeasure may be caught and understood before spirits are hardened. Lines of dissatisfaction which reveal a premature senescence may be molded into contours of hope and confidence. The ironical twist of countenance, the snarl of discontent so prevalent now, is often cast over the flush of youthful enthusiasm just beginning to disappear.

This condition steals over the young teacher before she is aware of any change at all. It comes because of no adequate means of self-realization. The principal gives much attention to the development of personality in children. He has written profusely about freedom from inhibiting influences in the environment of our youth, but he seems to have forgotten his young teachers. They, like all human beings, are influenced by fears, desires, ambitions, and achievements. Teachers are not idealized divinities. They have their moments of successes as well as the failures which hurt and which stay enthusiasms. They grow by means of the things they have mastered. Defeats may bring their modicums of strength, but occasional victories compensate for much futile struggle. Let no endeavors receive favorable termination and the spirit dies. This is the state of mind and soul in which many of our young teachers are struggling.

Principals must feel the impact of this state of mind. They must stimulate new endeavor. It is so easy to find distinctive merit and incipient strength if the administrator will but keep his eyes open. Distinctive teaching may be found in new projects now so prevalent in schoolrooms. Superior teaching may be brought to light in adaptations of the Socratic method. It often attends delightful programs associated with lessons in appreciation. The discovery of creative teaching is not difficult. It requires only a sym-

pathetic understanding and a knowledge of artistic instruction when it is encountered. The principal must not permit his appreciation for true artistry to be dulled. If he passes through hall and corridor hearing only the babble of his institution, he will suppress desires for creative effort and he will stifle the very existence of his staff.

How easy is it for the principal to pause a moment in this room making just the right remark. How much this recognition means to the teacher who catches the note of approval. The administrator must be feelingly alert. If the sculptor will give so much care to the shaping of clay and stone, pouring out his life into the mere inanimate medium with which he works, how much more solicitous should be the executive who has to do with an animate medium. When teachers are seeking guidance, or when they are searching for a setting in which they may realize their ideas, they are, indeed, an animate medium, and they should receive at least as much care as the clay of the sculptor. The executive must not become a part of the mechanism which he has built. He must develop creative teaching, especially must he encourage effort among the younger members of his staff.

The principal, then, should see that the new teacher is inducted into service through a comprehensive program of orientation, he must bring to the younger members of his faculty wise guidance in all scholastic and professional contacts, and he must encourage the new teacher to become conscious of an unfolding, flexible personality, free from sentimental pessimism. The principal should encourage growth by promoting congenial social contacts, by encouraging the writing of articles, and by stimulating creative effort. These are a few items worthy of the consideration of the executive who plans to develop creative teachers.

OTHERS SAY

FLOYD E. HARSHMAN

Emergency Bulletin No. 1, issued by the Office of Education, Washington, D.C., publishes some excerpts from the reports of the Minneapolis Convention.

"In one secondary school visited, classes were found with enrollments as follows: three public-speaking classes with 68, 76, and 78 pupils; two algebra classes with 76 and 82 pupils; an English and a Latin class each with 68 pupils. Such crowded conditions practically prohibit the caring for any postgraduates."—George E. Carrothers, University of Michigan.

"In two of the Des Moines high schools there are at the present time experimental units in each of which a master teacher, with the assistance of a well-trained but inexperienced apprentice, is teaching five classes of 65 pupils each."—R. R. Cook, Roosevelt High School, Des Moines, Iowa.

"We are on the battle line whether we wish it or like it, and the situation calls for both defensive and offensive tactics. We must defend the rights which we have won after long and hard fighting, and the opportunity now presents itself to take the offensive and bring home to the American people the tremendous importance, for the future national life, that the educational service to our children be not in any serious manner curtailed. France, Germany, England, Belgium, and Italy, despite their crushing financial burdens, and their comparative poverty, have maintained their schools at a high level."—Elwood P. Gubberley (paper read by Grayson N. Kefauver), Stanford University.

PENNSYLVANIA LABOR SPEAKS FOR THE SCHOOLS

In writing of the Pennsylvania school system, John Phillips, president of the State Federation of Labor, says:

"Better salaries for teachers raised standards of public education in this State to the level of other modern States. We now want to destroy educational standards along with economic standards. Teachers are not in a competitive industry.

"Today, no one with any economic intelligence could cut wages except to meet an immediate competitive situation.

"The school teachers have been better police for young people in this depression than the police. Nevertheless, thousands of young people are roaming hungry and desperate throughout Pennsylvania as in other States. A wise State

would provide better educational facilities to occupy the idle jobless child. Cut teachers' salaries, and you will inevitably affect the morale of the educational system so that thousands of youngsters who now stay in school because they have no work will drift out and swell the army of the unemployed."—*The American Teacher*, April 1933.

At the meeting of the Eastern Commercial Teachers' Association which was held at the Wardman Park Hotel, Philadelphia, on April 12, Professor Paul S. Lomax, chairman of the Department of Business Education of the New York University School of Education, was presented with the Association's medallion for 1933. The medallion was presented for outstanding achievements in business education during the past year.

News of this action will be most interesting to the many friends of Professor Lomax, not only in New York University but in the many institutions with which he has been connected in the past several years.

Beginning his experience in 1908, Dr. Lomax served in various capacities in the high schools of Missouri and in the teacher-training institutions of that and other States until 1920. During the year 1920-1921 he was connected with the New York State Department of Education. From 1921-1924 he was director of business education in the public schools of Trenton, New Jersey. In 1924 he went to New York University and took over a department numbering 18 students. This group has grown at the present time to 825 students.

Dr. Lomax has been an influential member of various associations of commercial teachers and has been the editor of the *Journal of Business Education* and a contributing member of the JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE. In 1928, 1929, and 1930 he served as editor of the yearbooks of the Eastern Commercial Teachers' Association. Last fall he initiated the *National Business Education Quarterly* of the National Education Association Department of Business Education.

The Detroit Educational Bulletin for February 1933 publishes a part of a speech which has the effect of causing us to reflect and take heart in the present trying situation. We are not experiencing the first financial crisis in public education.

"In times like these we find ourselves in the midst of a serious financial and industrial crisis. It just seems inconceivable that conditions can ever right themselves enough to have prosperous times in the country again. Trade and industry

OTHERS SAY

throughout the land are disorganized. Banks by the hundreds have failed. Securities have fallen to one half or even one quarter of their former value. The problem of unemployment has become general and in all large cities special committees have been organized to provide food and clothing for the poor and unemployed. In addition to this effort, some cities have caused relief work to be instigated by public bodies. Widespread want and distress have led to labor strikes. The failure of the corn crop has increased distress and the lessening demand for wheat exported to Europe has caused American wheat to sell in the West for less than fifty cents a bushel. Extensive competition, lowering prices, and unwise speculation have brought about a crisis abounding in rumor reports, most of which have no foundation and do great damage. The renewal of confidence and the allaying of violent fear in the minds of the people, which will allow for active buying, rather than money hoarded, must precede business recovery."

The foregoing quotation is from a speech made by Daniel Webster to 1,500 citizens in Detroit in July 1837.—Detroit Educational Bulletin.

THREE PRESIDENTS ON EDUCATION

"We have faith in education as the foundation of democratic government. Our schools need the appreciation and coöperation of all those who depend upon them for the education of our youth—the State's most valuable assets. Our schools are today enabling America to achieve great results, and they can help her to even greater accomplishments."—Franklin D. Roosevelt.

"If we are to have an advancing civilization, if we are to have a united social state, if we are to have an equality of opportunity in the United States, we must have universal education."—Herbert Hoover.

"Education is becoming well-nigh universal in America. The rapidity of its expansion within the past half century has no precedent. Our system of public instruction, administered by State and local officers, is peculiarly suited to our habits of life and to our plan of Government, and it has brought forth abundant fruit."—Calvin Coolidge.

—*School Life*, March 1933

THE JOURNAL OF EDUCATIONAL SOCIOLOGY

It is seldom that a single issue of an educational journal is of such a character as to justify a review. The unified character of the April issue of *The Journal of Educational Sociology* makes it an exception to the general rule. The entire issue deals specifically with the relationship be-

tween school life and delinquency. The following articles are included: "How Does the School Produce or Prevent Delinquency?" by William Healy and Augusta F. Bronner; "Coöperation Between the School and the Juvenile Court" by Marjorie Bell; "The Montefiore School, An Experiment in Adjustment" by Isabella Dolton; "An Approach to the Problem of Juvenile Delinquency Through the Case Worker in the School" by Edith M. Everett; and "Juvenile Delinquency and Crime Prevention" by Frederic M. Thrasher.

Each article is written from the point of view of practice rather than theory and is rich with illustrative material. For example, Dr. Thrasher presents a five-point program of crime prevention and specifically outlines a proposed crime-prevention program for a local council of social agencies based upon actual community study.

The present critical attitude towards education and the increasing publicity given to juvenile delinquency makes this issue a very pertinent contribution at this time.

THE NINTH ANNUAL JUNIOR-HIGH-SCHOOL CONFERENCE

Guided by the central theme, "Realizing the Great American Dream," the Ninth Annual Junior-High-School Conference, representing junior-high-school education among the eastern States, came to grips with social and economic problems as they concern education. Speaking at the March 10 evening general session, Professor Harold Rugg set forth the necessary changes in the social order if the "American Dream" is to be realized. Professor Forrest E. Long, appearing on the general session on Saturday morning, pictured in retrospect the bright beginnings and gray endings of the junior high school. He was followed by Arthur M. Seybold who spoke on the topic, "Salvaging the Junior High School in Terms of a New Vision."

As a departure from the customary procedure in conducting the round tables, the panel-discussion method was used. The plan worked out very well, having the advantage of bringing into conflict the issues involved in the various round tables and stimulating more participation from the floor. It may, however, have the seeming disadvantage of leaving the questions unsettled, yet what worthwhile questions can be answered definitely?

In spite of the cold weather and the bank holiday, approximately three thousand were in attendance. A total of one hundred eighty-one speakers appeared on the program, covering two general sessions and thirty-two round tables and lasting from Friday, March 10, to Saturday, March 11. The

New York University School of Education is the sponsor of these annual conferences. E. R. GABLER, *Chairman of the Advisory Committee.*

COMMITTEE FOR THE STUDY OF
SECONDARY EDUCATION

At its meeting at Minneapolis the Department of Secondary School Principals confirmed the following membership of its committee to study and restate the objectives of secondary education:

- Thomas H. Briggs, *chairman*, professor of education, Teachers College, Columbia University.
B. P. Fowler, head master, Tower Hill School, Wilmington, Delaware.
Arthur G. Gould, Deputy Superintendent of Schools, Los Angeles, California.
Sidney B. Hall, State Superintendent of Public Instruction, Richmond, Virginia.
Fred J. Kelly, chief, Division of Colleges and

Professional Schools, Office of Education, Washington, D.C.

- Rudolph D. Lindquist, director of the University School, University of Ohio, Columbus, Ohio.
A. K. Loomis, principal of the University High School, University of Chicago.
Truman G. Reed, principal of Wichita High School, East Wichita, Kansas.
Francis T. Spaulding, Harvard University, Cambridge, Massachusetts.
Milo H. Stuart, Assistant Superintendent of Schools, Indianapolis, Indiana.
Curtis H. Trelkeld, principal of Columbia High School, South Orange, New Jersey.

The association appropriated for the expenses of the committee additional funds from its treasury to supplement the grant from the Carnegie foundation. The first meeting will be held in Atlantic City, from May 1 to 5.

STRAWS IN THE EDUCATIONAL WIND

WILLIAM McANDREW

Education to Guarantee Citizenship. Jefferson perceived the meaning of education as an influence on national, as distinct from individual, development—education to guarantee citizenship. Edwin Alderman, inaugural address, University of Virginia, 1905.

Civic Instruction Obligated on Public Schools. In Governor DeWitt Clinton's messages to the New York legislature urging the use of State monies for schools his argument for such appropriations is that the safety of democratic government is the result sought. "Man is degraded without democracy. Every effort should be made to fortify it. Upon education we must rely for the

preservation of republican government." (Message 1825), *Educational Influence of DeWitt Clinton*, E. A. Fitzpatrick, 1911.

Need to Save Manliness from Barter. We have fallen on a time when it behooves every citizen whose political beliefs are based on reason and who cares enough for his manliness and duty to save them from barter to realize that the organization of the party of his choice needs watching. It is not amiss critically to observe its direction and tendency. It is only partisan impudence that condemns a member of a party who submits its conduct to a court of review. Grover Cleveland, *The Message of Washington*, 1907.

BOOK NOTES

MILDRED BATCHELDER

WHAT VARIETY of environment and training would best fit an individual to live in the present period of unrest and change? In *A Goodly Heritage* by Mary Ellen Chase (Holt) the author portrays her early life at Blue Hill on the coast of Maine at the turn of the century. After finishing the book she decides that that training was good preparation for this new world. "To have been reared in relative simplicity in an age less homogeneous than the present, less monotonous in its freedom from machinery; to have belonged to a people rather than to a nation; to have been encouraged, through the wholesome principle of coöperation, in identity but discouraged in 'individualism'; to have inherited as a birthright long hours for reading and for thought in a world less encumbered by books of every sort and less frantic with half-fledged ideas; to have spent a relatively free and untrammelled childhood and adolescence before the advent of moving and talking pictures and before the tortuous organization of one's social life and activities; to have known the quiet of village, even of city streets; to have lived closer to traditions with their manifold and engrossing excitements; to have known intimately or through books and persons the new life of a still existing frontier, parts of a soil and a country yet to be made by character and enterprise—these are gifts not lightly to be set aside."

Miss Chase's story of that heritage is delightful. Her family was large and the duties which devolved upon the children were many. There is a priceless picture of the nightly procession to bed, as rigid in its order as any military parade. The chores are distinguished from jobs, those performances which received some monetary recompense and appear as part of the responsibility and work of the family in which all share. Leading the cow to pasture, for ex-

ample, was a job for which five dollars was the yearly payment, but taking care of the younger children, rocking their cradles, and keeping them out of the way when the work of the house was in progress, was a chore. This particular chore had its own reward in that it could be combined with reading.

The Reverend Mr. Fisher, Blue Hill's famous minister, was a person of earlier times than was the author but his presence had left a deep mark upon the community. The Lord's Day as it was observed in the nineties has few points of similarity with our present hour-long recognition of the religious significance of Sunday. It began with the series of baths on Saturday afternoon. Saturday-night supper was a decorous and subdued meal in preparation for the coming day, while Sunday itself required, beside the time spent in church, a dinner which would necessitate no elaborate cooking, and the rest of the day must be spent in reading the proper books or in playing Sunday games, games of a religious nature. Even when several of the children were ill with the measles and diversion difficult to provide, the new and untried knitting machines had to stand on the mantelpiece throughout the long Sunday.

The tales of the sea which were the treasured background of each Maine family were more than plentiful in this one. Stirring tales, romantic places, tragic wrecks. On the subject of geography by way of the textbook, Miss Chase says, "What need had we to learn by heart such a dull and lifeless definition of an island, which if we did not recite it in exactly the words of the geography, entailed staying after school and copying it fifty times on our slates? Had we not long known from far more dramatic recitals than these Martinique with its hurricanes and Mozambique on its coral reefs?"

How was formal education gained in those years? We see the Blue Hill school, the Academy, and the University of Maine. During Miss Chase's college course she found it necessary to leave school for a year and at that time she taught in a district school in a fishing settlement. This school in one room had forty-nine children ranging from eighteen to four years old. Later in the season the class was augmented with the babies which could not be cared for at home during the busy fishing season. There might be six or eight or more between six months and two years old! A solution was found by putting four clean, large barrels, each accommodating several babies, in the corners of the room. Teaching at the turn of the century may have been much simpler than today, but it had its own complications which make some of the present problems seem insignificant.

Miss Chase, at present a professor in English at Smith College, has written a very entertaining biography and one which, through its rich detail and its proportion and humor in interpretation, provides a valuable record of one angle of our American tradition.

The Modern Corporation and Private Property, by ADOLF AUGUSTUS BERLE, JR., AND G. C. MEANS. New York: The Macmillan Company, 1932, 396 pages, diagrams, \$3.75.

A highly significant study, both readable and scholarly, of the economic and legal position of the corporation in the United States. It points out how large a proportion of national wealth is controlled by minority interests in large companies, describes the legal means used for such control, and suggests the necessity for new concepts of the place and function of the corporation in national life. Prepared under the auspices of the Columbia University Council for Research in the Social Sciences acting on behalf of the Social Science Research Council of America, by a lawyer and an economist from Columbia University.

Horizons, by NOKMAN BEL GEDDES. Boston: Little, Brown and Company, 1932, 293 pages, illustrations, \$4.75.

"A book opening up new horizons in the field of industrial design with illustrations showing new and old designs in automobiles, airplanes and airports, houses, public buildings, factories, radios, kitchen ranges, as well as other utilities with which the word 'art' is seldom associated. A fascinating and stimulating book."—*Wisconsin Library Bulletin*.

The United States in World Affairs; an account of American foreign relations, 1932, prepared by WALTER LIPPMANN with the assistance of the research staff of the Council on Foreign Relations. New York: Harper and Brothers, 1933, 355 pages, maps, \$3.00.

This survey is the joint product of Walter Lippmann, William O. Scroggs, and Charles Merz under the direction of Mr. Lippmann. The writers find that at the close of 1932 "None of the great issues, with the exception of German reparations, had definitely been settled. The world-wide depression was running its course unchecked by any common action of nations."—*Epilogue*. A selected bibliography and nine appendixes add to the book's value. *Contents*: The Temper of Congress—The Period of Postponement—Economic Deterioration in the Period of Postponement—Disturbances in Latin America—Creditor and Debtor Nations—Rising Tariff Barriers—The American Crisis—The Lausanne Settlement—The Second Postponement—The War Debts—Shanghai and Manchuria—Reduction and Limitation of Armaments.

British Agent, by BRUCE LOCKHART. New York: G. P. Putnam's Sons, 1933, 354 pages, \$2.75.

With surprising candor and every appearance of honesty, this young Scotchman, who, after service as British vice-consul in Moscow in pre-revolutionary days, returned in 1918 as Lloyd George's unofficial ambassador to the soviets, tells of his association with revolutionary leaders, members of the diplomatic service, and Russian intellectuals. It is an entertaining, first-hand history of English-Russian relations after the fall of the czarist government, told without exaggeration and full of apt characterizations.

BOOK REVIEWS

Education as Guidance, by JOHN M. BREWER. New York: The Macmillan Company, 1933, 668 pages, \$2.75.

A book on the subject of guidance written by Professor Brewer might quite reasonably be expected to become one of the most popular professional books of the year. The author gives a full exposition of the educational philosophy basic to his thesis. Then he sets up the postulate that learning to live is the only genuine curriculum; he examines the alleged aims of education from this point of view and holds that they are mostly inadequate or false and that the good in them can be achieved only through guidance, supporting his contention with social statistics. He proposes for all children three major opportunities for learning: first, normal activities of life under friendly supervision; second, classwork for discussion and instruction in these activities; third, individual counsel in order to care for special applications. Seven areas of life activities are pointed out: education, home membership, citizenship, vocation, recreation, personal well-being, and religion.

The author contends that instead of creating the next generation in the image of the present, we must organize the schools as the best parents organize the home, or efficient foremen the shop, to teach right activity. The essential issue involved in his entire discussion is whether, on the one hand, education shall take its point of departure from traditional subjects of instruction or whether it should begin with the present life activities of healthy, normal boys and girls, teaching them to organize, improve, and extend these activities, and then selecting only those items of technical knowledge and wisdom, wherever found, which are required for the purpose. Education not as compulsory exercises, but as friendly guidance is elaborated in a detailed program of suggested activities.

JOHN CARR DUFF

American Language Series, by JAMES FLEMING HOSIC. Chicago: Rand McNally and Company, 1932.

A fascinating presentation of material which leads pupils naturally, without forced effort, to do their own thinking; help one another; develop their creative faculties; express themselves forcefully; achieve definite objectives and solve their own problems. Children are shown the usefulness of English in their everyday activities. The emphasis is on *thinking* and *doing*. A really unusual series that stimulates a desire to speak and write

effectively, making learning of English a fascinating activity.

A. D. W.

Creative Expression, by ALMA PASCHALL. New York: Harper and Brothers, 1933, ix + 279 pages, \$1.20.

Any English teacher who is trying to put life into the old "composition" course will welcome this book. It is one of the more successful attempts to provide a textbook which shall inspire the students to want to write. Miss Paschall believes that creative expression in all the arts is closely related and, therefore, starts her book in terms of dramatics. The rest of the book, however, is in terms of written work. Throughout, rules of grammar and punctuation are assumed, and emphasis is placed on actual expression.

The book is very well written, in a manner that will appeal to younger high-school students. It is possible that this style may be considered "childish" by a few of the oldest classes, but it will probably fit the majority of students satisfactorily.

The compositions used in the book are highly commendable. Many of them are by recognized authors, but many more are by students. These latter particularly the author analyzes, showing how they might have been improved, although their quality is high to begin with.

F. W. SWIFT

Classroom Organization and Management, by FREDERICK S. BREED. Yonkers, New York: World Book Company, 1933, xvi + 472 pages.

The book is an attempt to set before both elementary- and secondary-school teachers classroom organization and management; arrangements that do not involve the specific direction of learning in the school subjects. In other words, the book is not, as the title may suggest, a book on instructional methodology.

Of the seventeen chapters, seven deal with what may be called administrative supplementations to instructional procedure. These chapters dealing with pupil grouping, individual plans for instruction, class size, pupil promotion, scheduling of classes, and record keeping are problems over which the teacher has indirect control. Of the chapters not mentioned above, three deal with testing and one each with classroom management, supervised study, curriculum construction, extra-curricular activities, marking, routine activities, and behavior of pupils.

The treatment is very open. The fundamental issues involved are critically weighed in the light of quantitative evidence.

E. R. G.

Music Through the Ages, a narrative for student and layman, by MARION BAUER and ETHEL R. PEYSER. New York: G. P. Putnam's Sons, 1932, xii+572 pages, \$3.50.

These authors have undertaken a huge task to compress the whole story of music from the beginning to the present day into one volume. As a result, their book has become more encyclopedic than critical. It lists composers with a brief sketch of their lives and a brief description of their works, but it does not pay much heed to the futile and thankless task of trying to evaluate them comparatively.

Many will be surprised to find Gershwin, Grofe, Bertin, and even W. C. Handy included here; but it is worth remembering that the students know them already, and will be delighted to find them mentioned in the text or reference book.

It is impossible to get any feeling of the importance or spirit of a composer from this book

alone, but it is possible to get an idea of the background of a composition. Hence the book's chief value is as a reference, either in connection with a music course or with a concert or radio program. As a reference, however, it is remarkably complete.

F. W. SWIFT

My First Drill Book in Numbers, by C. L. THIELE and IRENE SAUBLE. Chicago: Rand McNally and Company, 1932, 102 pages, 36c.

An extraordinary little book designed to make youngsters actually like arithmetic. Adaptable to any basic text or method of teaching, it is prepared in a three-step-to-mastery plan—*Study, Practice, Test*. First, little tots are shown how to study. Then they are given actual practice devoid of all dull number routine. The content is based on the common experiences of the child in the home, in the school, and on the playground. The child picks flowers, goes to the toy shop, eats cookies, counts goldfish, attends a Halloween party, compares ages, blows soap bubbles, feeds rabbits, and does all kinds of other things so dear to the heart of a second grader. Then interesting timed tests show youngsters how well they have learned. *My First Drill Book in Numbers* makes number mastery as easy and fascinating as play.

A. D. W.

Revenues From Intangible Property, Western Conference Debate, with complete bibliography. Edited by E. R. Nichols, New York: Noble and Noble, 1933, 74 pages, \$1.00.

The National High School League debate question for this year was recently announced as being: "Resolved: That at least one half of all State and local revenues should be derived from sources other than tangible property."

High schools in the leagues debating this question will be glad to know of a new debate on exactly the same subject just published by Noble and Noble.

A stenographic transcript, in flexible paper-covered form, of the complete affirmative and negative speeches in the Western Conference Debate has been provided. Ten pages are given up to a bibliography which is a most excellent and exhaustive one and which was made up by three of the country's highest authorities upon the derivation of revenues.

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BOOK REVIEWS

It is interesting to know that, at the close of the Western Conference Debate, the manuscript was hurriedly transcribed from the notes and rushed to the publishers to fill an already large demand from high schools for new material upon the subject.

Goode's School Atlas, by J. PAUL GOODE.
Chicago: Rand McNally and Company,
1932, 287 pages, \$4.00.

A revision of the former *Goode's School Atlas*, enlarged and improved to meet progressive teaching needs in geography. A total of one hundred seventy-four pages of maps presents an accurate and complete source for all phases of geographical study. Forty-seven pages of physical-political maps of world regions drawn to uniform scale make possible an accurate comparison of areas, distances and natural and cultural features. The pronouncing index of over 30,000 names includes page references, latitude and longitude, and local official spellings of foreign geographical names.

Clarifying the Teacher's Problems, by ARTHUR S. GIST. New York: Charles Scribner's Sons, 1932, 312 pages, \$1.80.

From a wide and rich background of experience in the field of elementary education, the author is well equipped to make the particular contribution that this volume so aptly provides. It is probably the best volume that has come from the pen of the author in the last several years. This volume may be characterized as distinctly progressive in its point of view in that the author is ever aware of the important changes taking place, both in our social and industrial life as well as in the field of education.

The material presented is well organized and so arranged as to be both readable and attractive to the prospective teacher in training and the young teacher of limited experience. Occasional inaccurate statements appear which perhaps should not be criticized. For example, reference is made to the fact that nearly all of the cities of 2,500 inhabitants and over require four years of college work and a bachelor's degree as requirements for elementary-school teachers, but does not make it explicit that these cities are not requiring this standard for all their teachers, but rather for the young teachers entering their system.

On the other hand, excellent discussions cover such topics as the functions of elementary education, creative education, and efficient classroom management.

F. C. B.

Leisure-Time Education

(Continued from page 548)

21. I appreciate the real meaning of coöperation.
22. It has helped me to be more thoughtful and self-reliant in my home.
23. I have learned that my opinions must be backed up by facts.
24. It teaches me to be fair and honest with myself and others.
25. I've learned to listen with respect.

The concomitants of this "class-directed" plan of recitation, as recognized by the students, have oftentimes been testified to by parents and other teachers. Space prevents more substantial proof of this statement.

The classes in the school have been homogeneously grouped. It is of interest to note that the groups subjected to this method have purposely been some of the most difficult classes to control. In spite of this fact, it has never been necessary to send a student from the classroom for disciplinary purposes during the entire two and one-half years this plan has been in practice. It has proved a highly efficient method of promoting student reliability, responsibility, self-control, and social consciousness.

The school using this plan is located in the midst of a foreign section and at present has thirty-seven different nationalities represented. The situation is a very difficult one from a citizenship standard. Socialization, coöperation, and civic understanding are the principle needs. The "class-directed" plans for the daily recitation provide a means for developing and promulgating these aims. The problems of our school and community are recognized by the pupils and interpreted according to their own needs. This procedure provides a vital functioning plan and injects real "life situations" into the social-science classroom.

"I feel at home." "I discuss the problems which interest me." "I use the things I learn here in other classes and outside of school." These voluntary statements made by the pupils justify the value of this "class-directed" plan of recitation.

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